

RECREATION

Formerly THE PLAYGROUND

— July, 1931 —

A Stay-at-Home Camp

By Mary J. Breen

•

PLAYGROUNDS

Attendance Taking on the Playground

By Jacob W. Feldman

Swimming Programs in Municipal Pools

Here Comes the Circus!

By J. C. Henderson and R. Borrelli

Leathercraft

By Claude R. Buck

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Children First

EVEN when men are unemployed and hungry, municipal playgrounds and recreation centers are kept up and open.

One million dollars more was expended for recreation leadership in 1930, the year of business depression, than the year previous.

After all, taxpayers are first of all fathers and mothers of children and men and women who care for children.

Economy cannot well begin with the children. Children first—always and forever. The future before the present!

And a child is fully a child only so far as he plays—that is the kind of being he is, that is the way he grows.

Children would rather play than eat—though they will do their share of eating later when the game is over.

In times of unemployment we need all the cheer we can get. We recognize that it is no time to rob children of any part of their childhood. More rather than less play is needed when morale must be kept up.

Of course, you cannot have the best play for children unless you have fathers and mothers who keep smiling, who keep courageous, who keep playing themselves, who bring back into the home the spirit of play.

We can be proud that city governments of America, whatever their faults may be, did not, in 1930, in time of business depression, go back on their children.

HOWARD BRAUCHER.

"In the face of danger or disaster on a sinking ship we would strike down anyone who attempted to save himself at the expense of a child. Children come first not only on sinking ships but in our hearts, our homes, our schools, and our churches. They are first. The race can save itself—can lift itself higher—only as children are lifted up."

—Joy Elmer Morgan.

Youth Is Such a Lovely Thing!



Courtesy Cheyenne Mountain School, Cheyenne, Wyo.

Youth

I must laugh and dance and sing,
Youth is such a lovely thing!
Soon I shall be old and stately;
I shall promenade sedately
Down a narrow pavement street,
And the people that I meet
Will be stiff and narrow, too,
Careful what they say and do.

It will be quite plain to see
That they were never young like me.
When I walk where flowers grow,
I shall have to stoop down low
If I want one for a prize.
Now I'm just the proper size.
Let me laugh and dance and sing,
Youth is such a lovely thing!

By A. W., from *Creative Power*,
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Consider the Pollywog

By Joseph Lee

President National Recreation Association

IN the article entitled *The Development of Skills in Games*, by Arthur T. Noren, which appeared in the March issue of *RECREATION*, an important contribution has been made to the solving of a very real problem, namely, that of finding or inventing games for younger boys and girls that will both develop in them the kinds of skill that are necessary for success in the games of adolescence—thus admitting them into the world of major sports—and that will at the same time be real games to them and not mere finger exercises. I believe the development of such games, of which Mr. Noren gives a list, will supply an important link in education.

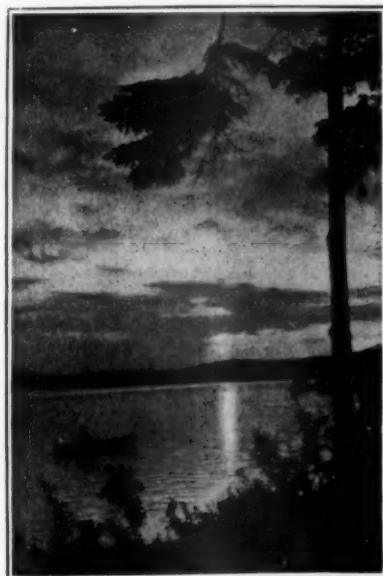
The idea presented in Mr. Noren's article applies indeed to education as a whole. The most troublesome educational problem of the present time is how, in the brief period between the kindergarten age, which ends at six or earlier, and pre-adolescence which begins at nine or ten, to teach the child the great variety of skills that our modern life demands of him and at the same time to leave him a margin on which to live a little as he goes along. How can he take his French lesson, his dancing lesson, his piano lesson, do his home lessons, follow diligently the primary course in tennis, golf and football that his father, ex-quarterback of Old Squedunk, demands, and at the same time find room for any of his own free, wild, unsupervised pursuits?

Mr. Noren's principle has important bearings upon this whole problem. I want, however, returning to its play-

Mr. Lee makes the plea that we do not overlook, in planning our program, the games appropriate for children—games which are "not too terribly in earnest," and that we leave room for creation, song, wonder, inquiry, and adventure.

ground application, to make one supplementary suggestion. So far as the child can at the same time both acquire skills for the future and also live meantime we have plain sailing. But I believe that in order to live fully he must have some other games besides, games that do not prepare for baseball or for other sports in which great skill is needed. I mean the little running, chasing, hiding, raiding games—games in which the children laugh and squeal and run and tumble over each other and are not too terribly in earnest—children's games, in short, which after all are appropriate for children. And life is not all games; there must be creation, song, wonder, inquiry and adventure—as, of course, Mr. Noren has assumed. If these are slighted we shall have committed once again the ancient crime against childhood of which practically all education has been guilty—the crime of not letting the child live as well as learn. In such case the essential will have been omitted.

The truth is there are two kinds of education—the kind that prepares for something and the kind that merely is something while it lasts. Climbing is a good example of the latter. Climbing, except in the social sense, is not to a great degree the sport or occupation of grown people. But I believe it is very necessary for the child. I have no evidence on the point (I don't know whether anybody has any evidence that any sort of education is of value), but I have a hunch that if there is something not too dangerous
(Continued on page 247)



Courtesy Dept. of Interior, Canada

"Nature says, 'Come nearer. Be leisurely, and walk. Dally, loiter, poke along.'"



It is surprising what delightful substitutes are to be found when travel away from home is out of the question

A Stay-at-Home

By Mary J. Breen

National Recreation Association

CAMP

LET'S go camping, let's get away from the city, explore the countryside, hunt for adventure—such is the call of summer, the urge to get outdoors, to feel the thrill of discovery and to learn of nature in all its loveliness.

In past summers, a great many adults of mod-

erate means who wanted to get away from city ordinariness were given the opportunity of going to camps established for this purpose by Departments of Recreation, Y. M. C. A.'s, Y. W. C. A.'s, and similar organizations. This summer many of these camps find that they cannot carry on their

regular programs because of the curtailment of their budget funds, and because of the reduced incomes of those who attended during previous seasons. Other organizations that anticipated opening camps this year have decided to postpone the inauguration of their projects until prospects of their success become brighter.

This means that hundreds of men, women, and employed boys and girls who might have gone to camp (under favorable circumstances) will not be able to do so this summer. And yet their need to get outdoors, away from all routine and hurry, is greater than ever. For their satisfaction some activity should be found which will provide them with the same thrill of adventure that comes with trips to unknown places and with the unrivaled romance of open fires. Such an activity must eliminate any outlay of money for the maintenance and upkeep of camp facilities and yet preserve the essentials of a real camp program. Adapted to just such purposes is the following stay-at-home camp program which may be conducted by any Department of Recreation or organization with available leadership:

At this stay-at-home camp there are all the parties, hikes, bacon bats and flash light units that participants enjoy so much at regular camps. Camp units are small so that each individual can give full play to his fancies—for the secret of the success of any camp is the freedom it allows its members to do what they want and be what they are, provided, of course, they show consideration for others. If possible, groups should not be larger than sixteen nor smaller than eight.

Each unit has its own treasury and its own leader, who may be a member of a central planning council organized for an interchange of ideas and suggestions. Pre-season leadership training courses in the form of hikes and parties will increase the size and efficiency of this central council. The assistance of volunteers should be enlisted wherever possible so that a large number of units can be established. If activities are kept interesting and the program constantly motivated, there is little danger that these leaders will shirk responsibility.

Novel Hikes and Trips

On each week-end some novel hike or trip to the outdoors is planned. If the group is composed entirely of boys or entirely of girls, at least one or two of them are "mixed" hikes. During the week special parties are arranged—perhaps an old fashioned fruit party or a Japanese lantern social in one of the neighboring parks. Once or twice during the summer each camp unit acts as host to one of the other camp units. This occasion may be a night of stunts, since no camp season is complete without at least one of these proverbial camp entertainments. The following suggestions are offered for novel hikes and trips:

Gypsy Patter-Run. An age old Gypsy tradition demands that any band that finds a good trail must leave at each fork of the road a pile of stones designating which turn leads to better fortune. In true Gypsy style, everyone should come to this hike garbed in many colors with scarfs and bandanas of red and blue and yellow, should wear jangling earrings, anklets, and bracelets and carry tambourines, if they like. On such a trip units travel separately but join at the end of the trail. One band starts off a half hour before the others and piles the stones which show the road that leads to the "pot of gold"—a supper of sandwiches and cocoa, specially arranged Gypsy dances, and a song fest in which all join as the sun goes down and the Gypsies prepare for the trek homeward.

Fire Fly Hunt. This unusual hunt, staged in pairs, is most appropriate for over-night hikes or for parties in a park or reservation. The territories should be fairly well known and clearly designated so that none of the participants get lost in the dark. Each person taking part carries a flash light. The two leaders carry lights with colored bulbs so that these lights can be distinguished readily. The two leaders start off together several minutes before the rest of the group. When out of range, they flash a light as a signal to the others. The hunters start after them, following the colored lights which are flashed on and off at regular intervals. Tracks may be retraced as often as the leaders choose. The couple that succeeds in catching

GYPSYING

I wish we might go gypsying one day
before we're old

To step it with the wild west wind
And sing the while we go,
Through far forgotten orchards,
Hung with jewels red and gold;

Through cool and fragrant forests where
never sun may show,
To stand upon a high hill and watch the
mist unfold—

I wish we might go gypsying one day
before we're old. —Selected



H. Armstrong Roberts

Occasionally there are nearby streams for fishing. If not, just hiking is fun enough for most of us!

the "fire flies" is rewarded with a box of marshmallows which, needless to say, will be toasted over the fire before the evening program is brought to a close.

Nature Treasure Hunt. This treasure hunt is an old idea but is never failing in popularity and adds interest to even the most ordinary hike. The group is divided into couples. At the leader's direction, couples go out and bring back the treasure which the leader names. For example, the leader says, "Go out and get me a three pointed leaf." The first couple to return with the proper treasure is given a small stone.

As soon as the treasure has been found, the leader blows a whistle which is a signal for all players to return. When all have returned, partners are exchanged and the leader gives the second charge. There is no end to the list of things for which an ingenious leader can send a crowd. The person possessing the largest number of stones at the end of the hike is given some suitable reward.

Progressive Supper Hike. This is a three stop hike with "eats" and recreation at each stop. For example, all of the crowd are directed to meet at a designated place at a certain time, and hike to

Stop 1—where circle and mixing games are played and fruit is served—then to

Stop 2—where races and tag games are provided and steak or "hot dogs" are served; and proceed to

Stop 3—where there is a big camp fire and cocoa or coffee, doughnuts, cake and marshmallows. The entertainment closes with stunts and a storytelling hour.

Moonlight Hike. There is nothing more thrilling than a hike when the moon is full. It is essential, of course, that the crowd be kept together throughout the night and that a night be chosen so that the people will have an opportunity to rest next day.

A song and story hour during which woodland sprites, or ghosts and skeletons appear from behind boulders or trees to entertain the group, will make the affair a memorable one. Sprites may dance to the music of a flute, because it is airy and ethereal, and in the moonlight seems to cast a spell of magic all about. The skeletons, garbed in black suits on which bones and skull are outlined in phosphorous paint, will supply much merriment.

Sunrise Hike. The crowd assembles at four a. m. Bugle calls may be used at the point of

assembly. A camp fire breakfast, games, and hiking songs are appropriate for the destination point.

Surprise Stunt Hike. On this hike units again travel separately but join at the end. Before starting, each unit plans a stunt which will be presented along the route as a surprise to the other units.

At selected points groups are stationed, hidden from the advancing hikers. The performers greet the hikers with some appropriate ceremonial sign, present their stunt, fall in when it is finished, and march on with the crowd. A few possible episodes and stunts follow:

Gypsy Fortune Tellers. Such a hike would scarcely be complete without Gypsy fortune tellers who tell the past and future and predict happenings enroute.

Cowboy Holdup. Dressed as wild westerners and cow punchers, the performers appear unexpectedly and hold up the group. The prisoners are escorted to the rodeo grounds where frontier songs from Carl Sandburg's "American Song Bag" and feats of rope spinning and lassoing entertain the group. When bona fide lariat performers are not available, the whole program can be burlesqued with great effectiveness.

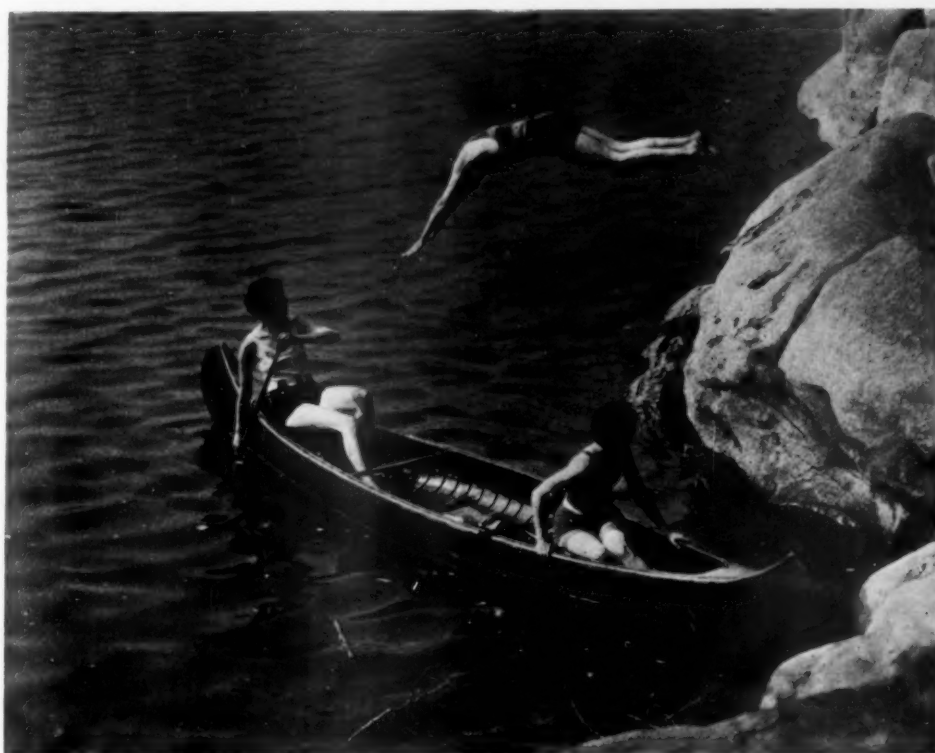
Two Black Crows. Since hikers are always nature lovers, two couriers from bird land are dispatched with messages of greeting. What could be more appropriate than jokes made famous by the Two Black Crows?

Indians. An Indian brave appears from behind

a tree, salutes the hikers with the Indian sign of greeting, and escorts them to the council ring which has been set up in a nearby clearing. Here they are treated to Indian contests, dances and stories.

Wandering Minstrels. "—for music hath charms"—A band of wandering musicians can do much to enliven the group and can provide the music for songs around the fire and on the stretch homeward.

Where Nature does not offer swimming places, man is usually able to provide a substitute. With pools available, stay-at-homes may have swimming parties.



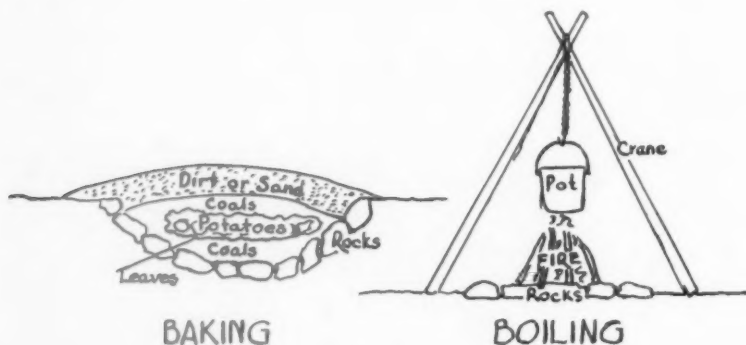
H. Armstrong Roberts

Fruit Party. When treasury funds are low and the group wants to take only a short walk there is nothing more appropriate than an old-fashioned fruit party. Each person is made responsible for bringing some fruit—one brings a half dozen of bananas, another six apples, another two pounds of grapes; several are made responsible for supplying a fruit drink. The group meets and walks for a short distance to a grove which is gaily lighted with colorful Japanese lanterns. Here games are played and refreshments served.

This same idea may be used for a *Pound Party*, either indoors or outdoors. Each guest brings a

pound of some eatable—a pound of cookies, a pound of grapes, a pound of candy. The hostess usually provides the sandwiches. It is obvious that such a party can be conducted with little cost to anyone.

Twilight Swim. A twilight swim on a hot summer evening does much to revive wilted bodies and wilted spirits. If the swimming pool, lake or beach is near at hand, such parties should be



Cooking is anything but work when it's done out-of-doors over a wood fire!

scheduled frequently during the summer, especially for employed girls and boys whose only opportunity to swim is during the hours when pools and beaches are crowded to capacity.

Swimming in a lake or in the ocean is, of course, more thrilling than swimming in a pool, but where natural bathing places are not available pools are good substitutes. In planning a twilight swim it is important that the leader be thoroughly acquainted with the swimming area and that adequate precautions be taken to prevent accidents. The swim should close with songs and informal chatter around a driftwood fire on the beach or "doggie" roast on the lake shores.

The Barbecue

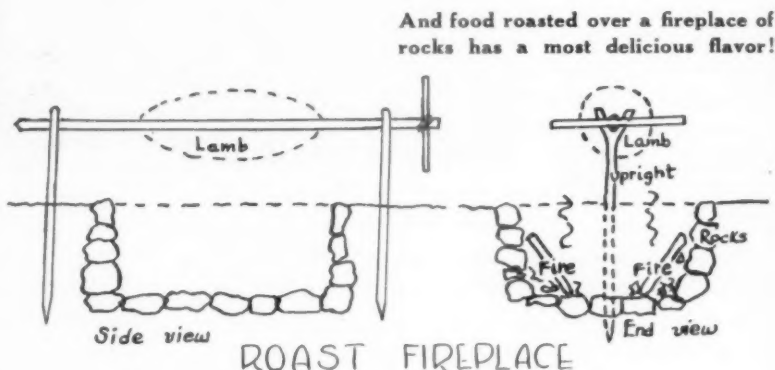
The barbecue is "the thing" with which to end up a stay-at-home-camp season. It should be arranged for the entire group of campers or for several units. Everything is planned carefully in advance and so worked out that each member has an opportunity to do his share of the work and help the affair go off smoothly.

Find a good place to hold the barbecue—an easily accessible place with lots of good wood or

means to get wood, good drinking water, and plenty of room so it will not be crowded. An open place near a pine grove and a lake is ideal. Look around for boulders of a size that are easily handled. Be sure that they are dry and that there are plenty of them.

The day before the barbecue, or the week-end before, take part of the group, eight or ten, to the grounds and make things ready. You will need three fireplaces at least, a big one for the lamb, a smaller one for the baked potatoes and another for the apple sauce and coffee. Corn can be roasted in the big fireplace or baked in another fireplace similar to the one used for the potatoes. For a group of fifty dig the potato fireplace three feet long, two feet wide and a foot deep. Line it with stones the size of your fist. Make the fireplace for the roast somewhat larger, five feet long, four feet wide and two feet deep, and line it with larger field stones (from an old wall, perhaps). Eighteen inches from each end set two heavy

crocheted sticks about five feet long so that they extend about two feet above the ground. Round out the crochets a bit to form a bearing for the cross piece. Use a sapling about eight feet long and three inches in diameter for the cross piece. Fit it with a crank so it can be turned. Lay a



simple circle of stones about three feet in diameter for the apple sauce fireplace and erect a crane over it made of three saplings about seven feet long.

Pile hard wood cut into two foot lengths near each fireplace. (Nearly half a cord will be needed for a group of fifty.) A shelter of some sort, a tent fly or tarpaulin, will be handy in case of rain. The group that has made the preparations can stay

overnight and make a camping trip of the event.

About noon time of the barbecue day build a large fire in the roasting fireplace. Feed it regularly for two or three hours until there are plenty of hot coals and all the rocks are nearly red hot. About three o'clock rake the fire to the sides of the fireplace so that there is little fire in the middle and hot fires on each side to reflect heat up against the lamb. Roast the lamb whole. Put the cross bar through its middle and nail it solid through the back bone. Wire the legs to the pole so it can't possibly slip off. It can be stuffed with ordinary bread and spice stuffing and sewed up, or it can be roasted empty.

Lay the pole with the lamb on it across the two crotched sticks. Be sure that there is no fire under it but that the two fires on each side of the fireplace are hot and steady. Keep the fire very hot for the first half hour and from then on keep it good and warm but not hot enough to burn the lamb. Detail two or three people to turn the roast and to baste it occasionally with melted butter or basting sauce in which there is no salt. In about three hours it should be done.

Half an hour before the lamb is put on the fire build a second fire in the potato fireplace and keep it blazing for two hours. At about five o'clock rake out half the coals, spread leaves or damp grass in a thin layer over the coals left in the fireplace, put the potatoes in, being careful to have only one layer of them, cover them with some more leaves or grass, rake the extra coals over the potatoes and cover with the dirt that was taken out when the hole was dug. Build a fire on top and let it burn out. In about an hour and a half the potatoes will be done.

After the potatoes are buried start a small pyramid fire in the apple sauce fireplace. Peel and quarter the apples, add a little water and put them over the fire to stew. In half an hour add five pounds of sugar, stew for five minutes, and set aside to cool. Coffee or cocoa is made over the same fire.

Corn can be roasted in the husks for about three-quarters of an hour in the same way as the potatoes. Or it can be cooked on the end of a stick, each member roasting his own ear of corn over the big fireplace. If the group is very large it will be easier to boil or roast the corn for everyone. In smaller groups it is more fun to do your own.

About six thirty everything will be ready. Dig up the potatoes and corn and take the roast off

the fire. A serving committee can pass out the food or it can be served in cafeteria style with each member helping himself. Plenty of rolls and butter and jam will help make the event a big success.

For a group of fifty you will need a whole lamb weighing about thirty-five pounds, three pecks of potatoes, three pecks of apples, nine dozen ears of corn, ten pounds of sugar, ten pounds of butter, five pounds of jam, a pound of coffee, two quarts of cream, ten dozen rolls, a pound of salt and a quarter of a pound of pepper. Paper dishes are the best. Each member can supply his own knives, forks, spoons, and cups. Paper cups are seldom satisfactory for hot liquids.

In the evening have a story about the fire or get groups of embryo actors to show their talents and entertain with stunts. Before leaving make sure that the fires are all out and that there is no possibility of their starting up again.

Other Activities

At all camps there are athletic tournaments and contests. An ambitious leader can make his program even more attractive by arranging inter-unit competition in tennis, swimming, baseball and other athletic events if such activities are not already organized in the community.

Where good hiking routes are not accessible, a community's resources should be utilized to their fullest advantage. A city in Illinois which tried out a plan last summer similar to the Stay-at-Home Camp idea staged weekly programs on the college campus. Several fires were lighted on each of these occasions. To each fire was assigned a leader or group of leaders who were responsible for conducting the activities in their respective groups. The program consisted of games, dancing, stories, and community singing. A marshmallow and "doggie" roast climaxed the season which, according to all reports, was a most successful one.

Leaders who are interested in conducting a stay-at-home camp program will find these suggested books very helpful:

"Camping and Woodcraft" by Kephart

"The Rhythm of the Red Man" by Julia Buttrey

"Stories Iroquois Tell Their Children" by Powers

"Two Little Savages" by Ernest Thompson Seton

"American Song Bag" by Carl Sandburg

(Continued on page 247)

Here Comes the Circus!

A Practical Plan for a Playground Performance

By

*John C. Henderson
and Ralph Borrelli*

*Playground and Recreation Department,
Los Angeles*



Courtesy Memphis Park Commission

The travelling circus wagon—once a curiosity, now accepted equipment.

WHILE the circus idea is by no means new to the playground program, the traveling circus has many unique features and is growing in popularity. It consists of a large circus wagon of the traditional type containing all the necessary equipment for putting on a circus. This wagon is sent from ground to ground, two days being allowed between performances. The wagon arrives at a ground either on the afternoon before the performance or early in the morning of the day on which the circus is scheduled. Most of the acts, of course, have been in the process of rehearsal under the leadership of the director of the playground. With the circus, however, comes a traveling director who assists in putting on the final touches.

Performances are given in the afternoon or evening or at both times. Evening performances are the more popular as adults are able to attend them. The wagon carries auxiliary lighting equipment which can be cut in on the playground circuit. Another popular feature is the presence of a skilled ringmaster in full regalia, whose efforts contribute greatly to the success of the show.

The Circus Equipment

The Wagon. The circus wagon in Los Angeles, California, was made from an ordinary farm wagon on which was constructed a wooden frame 17 feet long, 8 feet wide and 5 feet high. This frame was covered with a light gauge sheet metal and the wagon was then painted red, blue and yellow, and ornamented with scroll work, animals and circus scenes. The inside of the wagon was partitioned off into two sections. The front takes up about one-third of the wagon space and access is had into it by a door in the side of the wagon.

In the wagon may be carried a tent, stakes, circus ring, small platform, bucking broncho apparatus, horizontal bar, tight rope stands, the clowns' paraphernalia, lighting equipment, pedestals, tumbling mat, stage coach, rope and stakes for spectators, costumes, cosmetics, and the animal frames. The costumes, lighting equipment and cosmetics are stored in the front portion of the wagon. The rear contains all such equipment as the tent, stakes, animals and ropes. Tent poles, long stakes, bucking broncho apparatus and horizontal bar may be carried on top of the wagon.

The Tent. The circus tent is a hip roof tent of vertically striped orange and green canvas. The dimensions are 15 by 30 feet, with a 9 foot 6 inch wall, and a 14 foot center. It has side and back walls, the front being open. The wall is snapped to the top every 30 inches. Two center poles 14 feet long are used. At the rear of each side a 4 by 7 foot door opening is left, and a piece of canvas 6 feet high and 14 feet long is stretched from the front edge of this door on the outside so that participants may enter the tent without being seen by the spectators.

Stakes. Tent stakes are made from 1 inch pipe cut to 18 inch length. The anchor stakes for the horizontal bar are made of $\frac{3}{4}$ inch solid red 3 feet long. Stakes to which ropes are tied for holding back spectators are made from 1 inch pipe cut 4 feet long. The total requirements for the stakes are as follows:

20—1" by 18" for tent (Pipe)
 12—1" by 4' for barrier stakes (Pipe)
 6—3" by 3' for horizontal bar (Solid)
 2— $\frac{3}{4}$ " by 2 $\frac{1}{2}$ ' for Rocking Broncho... (Solid)

Panels and Panel Holders. Twenty panels and 21 panel holders are fitted together to form the circus ring. See diagram.

Small Platform. A platform is essential for tap dancing and other special features and for exhibiting the freaks.

Bucking Broncho. This is a very popular number. See diagram for details of apparatus. In practice a boy mounts the "horse" and the chain is violently shaken until the rider is dislodged.

Can anything be more intriguing
 than a side show? Try to pass one!



Courtesy Memphis Park Commission



Courtesy Playground and Recreation Commission Alton, Ill.

Strange, awe-inspiring animals make
 their appearances in the parades.

Horizontal Bar. A playground circus would not be complete without horizontal bar acts. Since the bar is portable, great care must be taken to see that it is firmly anchored. Two chain or cable guys are used on one side of the bar provided by the Los Angeles circus, and a block and tackle are used on the other.

Tight Rope Apparatus. A burlesque tight rope performance is always popular. Two frames are included in the Los Angeles circus equipment.

Lighting Equipment. Four 500 watt flood lights form the main lighting equipment. In addition, a string of lights is placed inside the tent and other lights in back of the tent as may be needed for the performance.

Pedestals. Brightly painted pedestals are necessary for animal acts, some of the clown acts, occasionally for the announcer, and for other purposes.

Tumbling Mats. Tumbling and pyramid work is another indispensable feature of the circus. Because mats used outdoors receive very hard wear, it is best to use old ones or to provide protecting covers.

Rope. To control the spectators a quantity of one-half or three-quarter inch rope is a necessity. Stakes should be provided to which to fasten the rope.

Stage Coach. The stage coach is rather elaborate and could be dispensed with. It is, however, very important for a Wild West Show.

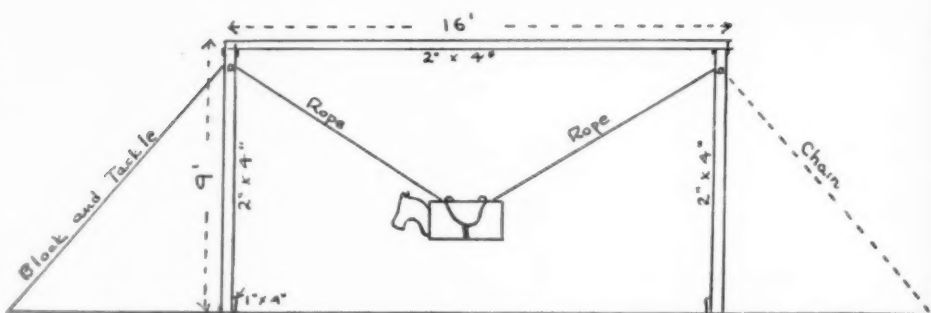
The Animals

The number and variety of the animals is limited only by the ingenuity of the circus management and the amount of money available. Horses, an elephant, a bull, Spark Plug and a "Rudy" ostrich are popular in Los Angeles. They are fairly simple to construct and an interesting performance can be built around them. The frames are 1 by 1's and Number 10 wire. This frame is then covered with light weight poultry wire which in turn is covered with stout wrapping paper. The final covering is of burlap. Padding of excelsior or cotton batting or rags is placed between the paper layer and the burlap layer to give shape to the animal. The finished animal is painted with calcimine colors. In *How to Put on an Amateur Circus* by Hacker and Eames, directions are given for the construction of a number of animals.

Costumes

Two complete sets of costumes are provided for the circus, one set being in use while the other is being laundered and repaired. In most instances it will be desirable to have the costumes laundered after each performance to avoid any possible infection. The costumes are carried on portable hanger frames which can be lifted out as a unit from the wagon and placed in the dressing rooms. Following is a list of the costumes:

- 12—Clown suits, sizes 6- 8 years
- 10— " " " 10-14 "
- 10— " " " 14-18 "
- 8— " " " 18 and over
- 10—Ballet costumes, sizes 10-16 years
- 12—Indian " " 10-14 "
- 10—Cowboy suits, hats, etc., sizes 10-14 years
- 15—Animal suits, sizes 8-12 years
- 10—Spanish costumes, sizes 12-16 years
- 18—Band coats
- 6—Roustabout coats, sizes 16 and over
- 15—Animal masks, lions, etc.
- 15—Animal heads
- 2—Wigs and beards
- 1—Ringmaster
- 1—Bull fighter, size 16 years



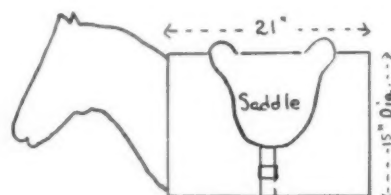
Some details of the construction of the "bucking broncho," a feature of the Los Angeles circus.

1—Barney Google, size 12 years

1—Rube, size 16 years

Freaks

- 1 Snake charmer, size 14 years
- 1 Fat lady " 14 "
- 1 Bearded lady " 14 "
- 1 Homely man " 14 "
- 1 Homely woman " 14 "
- 1 Strong man " 16 "
- 1 Fortune teller " 14 "
- 1 Siamese twins " 10 "
- 1 Wildman " 10 "



He may look innocent but don't trust him!

Cosmetics

The following list of cosmetics is carried. The circus director assists in the make-up, particularly of clowns. The playground directors may secure a few volunteers to help.

- Clown white
- Red and black liners for clowns
- Burnt cork for wildman
- Cold cream
- Face powder
- Crepe wool hair for moustaches
- Cheese cloth for wiping faces

General Procedure for Program

In addition to the circus director who devotes full time and to the ringmaster who works only during the performances themselves, it is desir-

able to have a workman attached to the circus to take general charge of setting up and taking down equipment. It is usually easy to secure volunteers from the playground patrons to assist with this work. In fact, it is a part of the circus fun to be allowed to help in this way. The layout should be set up as close as possible to the field house so that the building facilities are available for dressing rooms and so that the layout is close to a possible electrical connection.

The importance of the ringmaster has already been mentioned. A small band is also very desirable; even five pieces will make quite a showing if appropriately costumed, but ten or fifteen are, of course, much better. The ringmaster appears with highly polished boots, a bright red coat, white riding trousers, tall silk hat and a long whip. He should by all means wear a big black drooping moustache. The band can be inexpensively costumed by using white waiters' jackets dyed in bright colors. A bright blue jacket ornamented with orange braid is very effective. Similar coats dyed in another color are given to the "roustabouts" who assist with the set-up and take-down and who move apparatus during the circus itself. These coats also add to the color of the occasion.

The Program

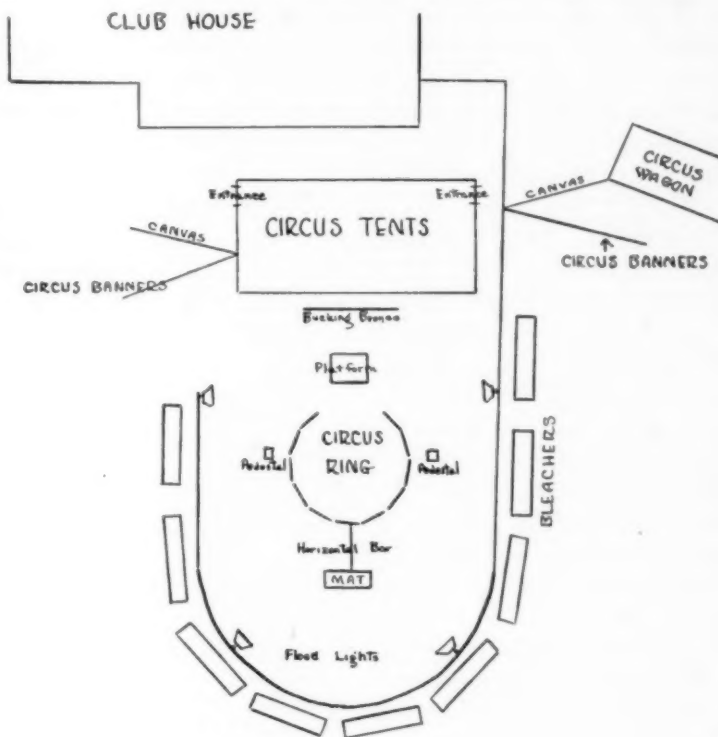
A standard program is followed as closely as possible. This requires a minimum amount of equipment and special work. It also enables the band to work out a musical setting for the entire season of shows. The following program has been used successfully on many types of grounds. It needs little preparation and also makes use of a large number of participants. The suggested program follows:

- I.
Grand Entry
- II.
Tight Rope Walkers
- III.
Trained Horses
- IV.
Any special number worked upon playground, such as dances
- V.
Spark Plug, Barney Google
- VI.
A bicycle stunt — Diabolo — Yo-Yo — Juggling, Posing, etc. Music

- VII.
Trained Animals
- VIII.
Tumbling and Pyramids
- IX.
Elephant Act
- X.
Gypsy Dance or Spanish Dance, followed by bull-fight
- XI.
Platform Stunt—Tap Dancers, Magician, etc.
- XII.
Horizontal Bar Acts
- XIII.
Freaks
- XIV.
Wild West Show
Indians—Cowboys—Campfire Stunts
Bucking Broncho

Grand Entry. A short band concert starts the performance, following which a fanfare from the band heralds the entrance of the ringmaster. He "spiels" to the audience about "the greatest show on earth," and then announces the grand entry

Countless details enter into the organization of a circus. The plan of the circus layout is an important matter.



PLAN OF CIRCUS LAYOUT

and parade of all participants. All the participants, with the exception of the freaks, have been lined up in a column of twos behind the tent. They enter from one side of the tent, march around the edge of the ring area, and make their exit on the opposite side opposite to the entrance.

Tight Rope Walkers. Two frames for the tight rope act are provided, and a group of two to four 8 to 12 year old boys in tights or ballet costumes work on each frame. They burlesque the stunts of tight rope performers. The stunts can be practised on the wooden rims of the apparatus pits previous to the arrival of the frames themselves.

Trained Horses. Six boys from 8 to 12 years take part in this act. The "horses" fit around the waists of the riders. The horses enter single file with much prancing and snapping of the ringmaster's whip. They circle once inside the ring at a trot, and then circle a second time with the horses turned sideways to stimulate side-stepping. They then line up in the opening of the ring, facing the audience, and take four steps forward, then lower horses' heads to simulate bowing. They then back-step to the rear edge of the ring, after which the ringmaster announces several specialties.

First comes the fox-trotting horse, which simulates a fox-trot around the ring and thence to position. It is followed by the waltzing horse. Third comes the jumping horse. In this stunt, after an appropriate announcement, the ringmaster lies on his back in the center of the ring and the horse runs and jumps over him.

The last specialty is the one and only Hula, Hula horse. At the conclusion of its stunt it exits, followed by the other horses. The band, of course, plays appropriate music for each stunt.

Barney Google and Spark Plug. The ringmaster announces Barney Google and his famous horse Spark Plug, who enter and bow to the audience. Barney puts Spark Plug through such stunts of playing dead and of telling age by hoof beats. At this point, the ringmaster announces that Rudy, the ostrich, has also arrived and that there will be a race between Spark Plug and Rudy, with the ring-

master as starter. At the signal, Rudy runs to the exit. Spark Plug, of course, runs backwards and is finally shooed off the stage by the disgusted Mr. Google. "Sunshine" can be used to advantage in this stunt.

Special Number. At this point, some local specialty, such as trick bicycle rider, Diabolo or Yo-Yo Player, or juggler, is introduced.

Trained Animals. This number is one of the most popular, and is capable of almost endless variation. From six to twelve boys, 7 to 9 years old, are used. The boys wear various animal masks and appropriate flannel suits. The world's greatest animal trainer is announced. He makes his entrance and bows, returns and with much whip-cracking brings in the animals who are, of course, on all fours. He puts the animals through various individual stunts, such as forward and back rolls, hand-springs, etc. At the end of the act he drives each animal to its place on one of the pedestals, bows and exits with the animals.

Tumbling and Pyramids. This number should, of course, be worked up at the ground ahead of time. A large number of boys of various ages can be used and look particularly well in clown or Yama Yama costumes.

Trained Elephant. Two 14 year old boys compose the elephant. A little girl from 7 to 9, in ballet costume, can be the trainer. The elephant can be made to kneel, raise its feet when touched by the whip, stand on a pedestal, walk over the prostrate body of the ringmaster, kneel down over the prostrate ringmaster, etc.

Bull Fight Number. After this number is announced, a group of girls dressed as Spanish dancers enter and present a dance. At the conclusion they draw back to the edge of the tent and form a colorful background for the bull fight which follows.

First: The ringmaster announces the world's

greatest toreador, who enters with long, pompous strides, takes off his hat with a flourish, and bows vigorously to the audience and to the dancers. The bull is then announced and rushes in angrily. It paws the ground, makes several rushes which the toreador evades. Finally the toreador rushes in, seizes

**Hark! Hark! The dogs do bark!
The circus is coming to town!
A big Parade! And pink lemonade!
And many a motley clown.**

**Look! Look! The wonderful Gook!
Giraffes and elephants wild,
Cow boys who prance, ponies that dance
All for a little child.**

**Bum! B-r-r-um! (That's the drum)
You don't need a single cent.
Oh hurry, let's go! The Playground Show
Beats anything seen in a tent!**

the bull by the tail, twists it and the bull falls to the ground, expires violently, and the toreador poses with one foot on the body of the bull. He takes off his hat, bows again, and then exits, followed by the dancers. The boys in the bull roll out and carry the carcass away.

A variation is to lead in a very dejected looking bull who refuses to fight even when provoked in various ways.

Finally a large bucket painted red, with the word "Chili" in white letters on the side, is brought in and given to the bull. From this he receives sufficient vigor to attack violently.

Platform Stunt. Many stunts can be worked from the platform. Tap dancers, magicians, jugglers and posing numbers are particularly good. The posing is capable of great variation. A simple number is to have two boys in white track suits portray a series of wrestling holds in slow motion fashion. Poses from other athletic activities can be worked up similarly.

Horizontal Bar Number. Every playground has several boys who are quite proficient on the horizontal bar. Reasonably skillful performers should be used for this number, which is always popular.

Introducing Side Show Freaks. The skill which the ringmaster uses in ballyhooing the history and peculiarities of the side show attractions is the big factor in making this a very amusing number. The freaks are lined up in the rear of the platform. The ringmaster calls up each one in turn, spiels about him, and the freak does a little stunt and makes his exit. Children who are backward about volunteering for some of the other numbers



Courtesy Department of Recreation, Detroit, Mich.

There will always be plenty of performers in the playground circus! But there must also be hurry and bustle, hoarse calls to animals, growling and roaring outside, and a band to add to the noise and confusion.

are often eager to take part as a freak. Some of the following are appropriate: homeliest man; homeliest woman; bearded lady (paper-mache false faces can be used for these characters); snake charmer; fat lady (the more stuffing the

better); wild man (does a lot of grunting and looks very vicious); strong man (lifts fake weights, bends a heavy iron bar made out of garden hose with stiff

wire inside, etc.); Siamese twins (two overall suits sewed together so that one leg of each boy can be inserted together in the enlarged central leg).

Fortune Teller or Mind Reader. A 14-16 year old girl appears in appropriate costume. Several fake mind reading stunts can be used in connection with this number. The girl is blind-folded. The ringmaster holds a bell in his hand, rings it and asks what he is holding. She of course answers, "bell." A similar stunt can be worked with a whistle.

Wild West Show. No circus, of course, is complete without the wild west after-show. After it is announced by the ringmaster, about a dozen boys, 8 to 12 years old, dressed as Indians, enter with heads bent low and arms folded. They slowly form a ring inside the arena and dance around twice in war-dance fashion, dance into center and out again, form in twos, back up to the edge of the ring and sit down Indian fashion. Competitive stunts such as Indian wrestling, rooster fight, wand wrestling, etc., are featured. Finally the stage coach enters slowly, is spied by the Indian chief, who summons the Braves to attack it. As they circle the stage coach eight or twelve

boys dressed as cowboys enter, drive off the Indians and escort the stage coach to the center of the arena. A campfire gathering takes place, giving a chance for harmonica numbers, rope-spinning, or whatever else in this line is available.

Broncho Busting Contest. The cowboys and Indians, of course, enter in this contest, as well as possibly a few from the audience. The show then closes with a lively march number from the band.

Methods of Handling Performance

A few general hints on handling the performance may be valuable. A space near one of the entrances to the arena area, from which the performance may be seen, should be roped off for the participants. At the conclusion of the grand entry the participants assemble in this space with their playground director in charge. The playground director then notifies each group of performers when their turn comes and sends them to the circus director, who in turn is in touch with the ringmaster and band leader, and sends them into the arena at the proper time. The playground director should always have one group in advance sent out to the circus director. The tight rope walkers should lead the grand entry, so that they will be ready, as their number immediately follows the parade.

Boy scouts can usually be obtained from local scout troops to handle spectators. If this is not possible, a group of responsible boys can be picked out and given patrol arm bands.

The playground director should arrange to have four boys from fourteen to eighteen to act as roustabouts.

These boys will move and arrange properties as needed. Two are stationed at each entrance and receive instructions from the circus director or from the ringmaster.

Clown Stunts

No mention has been made of clown stunts in the program itself, as they are usually run in to cover delays, such as shifting properties, etc. They are, of course, a very popular feature. Clown work is not as simple as it looks. As a rule it should not be left to the younger boys who are inclined to be silly rather than funny. Clowning should be done, therefore, by older boys. The clowns should remain close to the entrances with the necessary properties, so that the circus director or ringmaster can get them quickly when needed.

A few stunts follow:

Bathtub Stunt. Properties: A small bathtub or washtub mounted on a small wagon. On one side of the wagon is a window frame. A small block of wood painted white to resemble soap and a

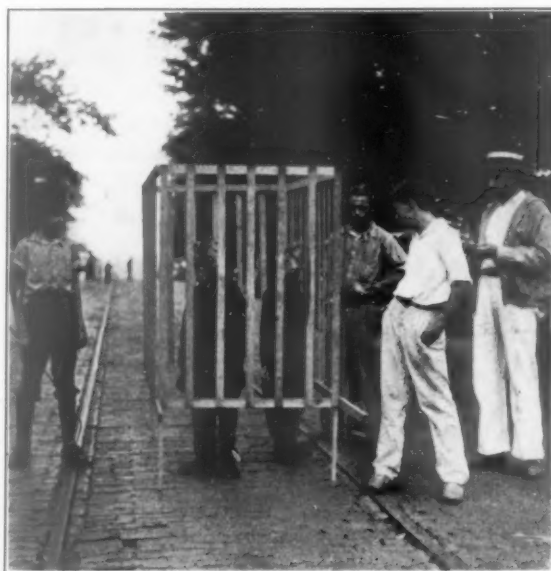
scrubbing brush are also needed. A small boy in a light colored bathing suit sits in the tub and goes through the motions of taking a bath as a clown pulls the wagon around the outside of the ring. The other clowns follow, waving their arms, calling attention to the apparent indiscretion of bathing before the open window.

Balloon Stunt. A clown walks into the circus arena and sits on one of the pedestals. He slowly blows up a toy balloon. The other clowns stand close by, watching. As the balloon gets

bigger the other clowns pretend fright and move farther away. The balloon finally pops, knocking the blower over. The other clowns slowly gather around and find him apparently lifeless and carry him out while the band plays a dirge.

Curiosity Stunt. A clown enters and bends over, scanning the ground as if looking for something. A second clown enters, and after watching the first clown, also takes up the search, the first clown paying no attention. The first clown finally

(Continued on page 248)



Courtesy Playground and Recreation Commission Alton, Ill.

So fierce are some of the animals that cages are often necessary.

Making Old Games Popular

LOW organized games are mass or group games of few and very simple rules. They lend themselves to a ready use for any number

of participants. They are adaptable for any occasion and are subject to countless variations as well as to endless inventions of other related games.

There are six cardinal points which make for the successful utilization of the mass of "low organized" games.

The Approach

The announcement, "Come on, children, we are going to play *Baste the Bear*" is an average approach made to begin a game and it meets with just average success. On the other hand there are dozens of devices which lend themselves as an approach to a game. A score or more children are present on the playground when the period for group games arrives. If the children are started upon some plan of grouping which arouses their interest they can be arranged into groups preparatory to the game without effort, coaxing, command or threats. Suppose the children were asked to line up with all the youngsters with blue eyes at the teacher's right and the brown and black eyed children to the left. There will be an interest. Or, the children with birthdays in January, February, March, April, and May, are asked to line up at the right and those with birthdays in the other months at the left. There will be thought and interest and curiosity as to how many there are likely to be in each group. Again, chil-

John H. Gourley, Commissioner of Recreation, Cleveland, Ohio, stresses the value of games of low organization and offers suggestions for their use.

dren whose names begin with letters in the first half of the alphabet are requested to form one group and those of the latter half of the alphabet

in the other group.

A little thought will reveal scores of other equally novel assembly and organizing devices.

Group Organization

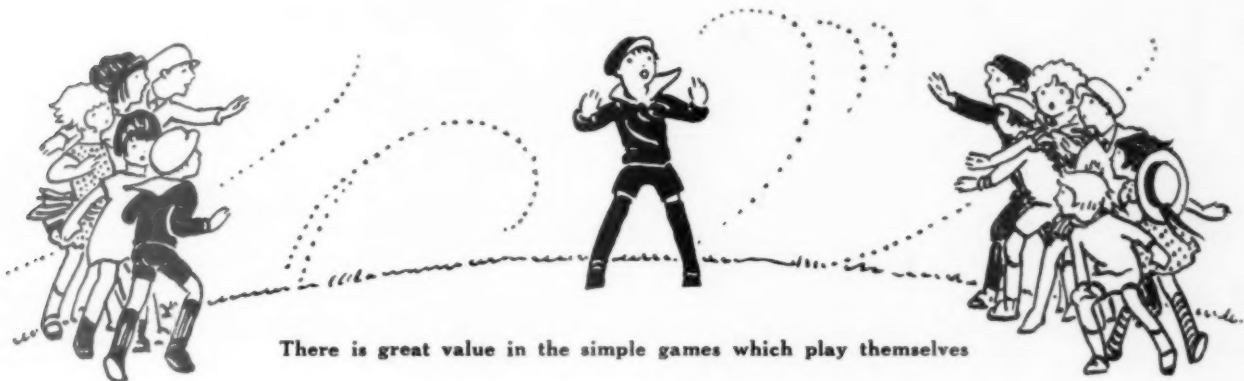
When groups have been formed the mechanics of arrangement are most important. With a smattering of knowledge of marching commands, movements and tactics, the groups already formed by the devices suggested in the interest creating period, will permit the groups to be formed into any formation or units desired to start a game.

The simple device of having the children take hold of hands or put their arms around the waists of the youngsters ahead of them permits the lines to be moved into circular or square formation or into additional lines. Thus linked the teacher may move the lines without definite marching mechanics into readiness for a game.

All of the "stunts" for partner selection and party mixers are equally as valuable and lend themselves to creating interest and group organization.

Selection and Association of Games

The leader may have approximately an hour for this low organized game programme. The preparation for this period for a real success regardless of the number of children, their disposi-



There is great value in the simple games which play themselves

tions, whether conditions, or other factors, is most important.

A selection of one or two line games, an equal number of circle games, and a race, feat or stunt, is a good outline for any period.

A line or circle game is not really known by the instructor or leader until its variations and possibilities for creating or inventing other games have been studied and these variations in its play worked out and a number of other games built from its structure.

So many of our published and standard low organized games are but variations of other games, formed by the association of two or more games, or new "inventions" in which one or more of the basic principles of one game have been combined with other elements of another game.

The selection of games for a low organized period should be made from other points of view as well. Too frequently the shelter house or place of storage for the game equipment is a real distance from the low organized field of play. If the leader has selected games that require a trip to the equipment box, the success will be small and each game must almost be reorganized with the same procedure as at the beginning of the period.

Games that use the same equipment or no equipment may well be selected for any one period. *Dodge Ball* and *Circle Stride Ball* are illustrations of circle games, while *Over and Under*, and *Tunnel Ball* are examples of line games. *Poison Snake* and *Circle Pin Ball* may be planned for the same period.

Races which use the same game equipment should be a feature and close the period.

Introduction to Games

Rather than announce the game, which in itself may cause no spark of interest for many reasons, a little pedagogy is still necessary. With the group

information and in readiness, a story about the game or just a fact or two about emphasizing its origin or some essential of the game, will create interest. Line games have originated from early contest ideas. The mere fact that lines are established facing each other for some competition brings home the memory of many contests between clans, parishes, towns and counties. A story of some contest briefly told may be attached to the same and give color to the game.

Circle games originated largely from festivals or ceremonials. Perhaps the circle games selected for play may be found to have a story associated with them. If not some story which concerns itself with a circle of folks may be likewise attached to the game and create new interest.

Variations and Inventions

A change in the equipment used in the game is a first means of varying the game. A change of position or a change in the mode of moving may be a next means of bringing change to the game. If the game involves elimination, that evil may be met by putting those eliminated together and permitting the "winner" to re-enter the original group. Breaking the groups up into smaller units which qualify the winners for the finals presents another method.

The formation, equipment, position of participants, mode of movement, and object of game, are essential elements in all games. A change in any one of these elements by the leader creates a new game. If the leader works with the children to invent a new game out of the old one, a readiness of invention will produce sufficient inventions to more than occupy the period and bring the hour to a close with a freshness and feeling of enjoyment that will leave them fully prepared for a new type of activity. This is a greatly to be desired result.

A Few Games of Low Organization

THE Extension Department of the Milwaukee Public Schools has been very successful in adapting a number of low organized games for use with large or small groups. They are frequently used to hold the interest of early arrivals on the playground. Among these games are Dodge Ball (for two or for three persons, and for large groups), Baseball Dodge, One Out, Poison Snake or Poison Stick, All Up Relay, Flying Target, Jumping

Shot, War, and All Run. Others may be used.

A list of twenty-one games of low organization from another city includes Club Snatch, Black and White, Red Rover, Poison, Spud, Squirrel in Trees, Three Deep Variations, Japanese Tag, Chain Tag, Last Couple Out, Swat Tag, Reverse Tag, Ring Wrestle, Bull in Ring, Circle Stride Ball, Circle Dodge Ball, Merry-Co-Round, Circle Ball, Club Guard, and Touch Ball or Center Catch Ball.

Something Old! Something New!

in Playground Programs

In the quest for new ideas for the playground program other cities can, perhaps, help you.

THE search for new activities, for new adaptations of old ones—the introduction of devices which will add interest to the program and will have real developmental values—this is the ever present problem of the recreation worker. What other workers have done or plan to do to meet the problem is, therefore, a matter of keen interest.

Clean-up campaigns are not new, but Lynchburg, Virginia, has added some new features in its "Civic Week on the Playgrounds." From each of the fifteen playgrounds, there sallied forth, just before the summer playground season, an eager group of children with an adult leader, entrusted with the responsibility of making a chart showing all vacant lots within a radius of a mile of their center. A check was made of those needing cleaning and later in the month these same groups spent two days in cleaning the lots and scattering wild flower seeds on them. Special collection of trash was arranged with the city authorities. While making the charts, the

children delivered to each home they passed a "Clean-up Bulletin."

Storytelling

What have you done in your city to promote storytelling?

Start your program in the sand box is a suggestion which comes from Louisville, Kentucky. Gardens, castles and cities, farms and roadsters, were patted and scraped by sandy fingers when



Play streets are a part of the summer program of the Philadelphia Playgrounds Association

350 young architects of this city spent an entire afternoon early in July in the new playground sand boxes. Many of the children told stories about their gardens and castles as they built them. These story hours in the sand boxes were one of the most interesting features of the city's playground program last summer. The director or one of the children would tell a story while the other children illustrated parts of the story in the sand. An igloo with pop corn snow was modeled for the story of the far North, while all the towers of Camelot arose in the sand as the legends of the Round Table were told.

Perhaps one of the most ambitious programs of storytelling is that offered by the Recreation Department of Salt Lake City, Utah, which ten years ago held its first storytelling festival. Last summer the large central lawn at Liberty Park with its twenty-four bannered spots marked the station and theme of each of the costumed storytellers. At 7 o'clock the storytellers, all artists in their craft, took their places, and the tenth annual festival began. For over an hour thousands of children and adults stood at a storytelling booth or moved from one group to another getting a sample of all types of folk lore. At the conclusion of the children's hour several students of dramatic art from the University of Utah regaled the adults with stories for older people by use of a microphone and a portable amplifier.

A Playground Spelling Bee

A spelling bee in which the words used as far as possible pertain to the playground program, is the idea which comes from the Memphis, Tennessee, playgrounds conducted by the Park Department. "Handcraft," "athletics," "apparatus" and similar words have special interest for the children. And they are not always easy to spell!

That Closing Festival!

Whether you make the closing events of the summer playground season a festival or a circus,

there is always the problem of introducing something new.

In Bloomfield, New Jersey, the Department of Recreation added interest to its closing festival by giving it the title "Around the World" and introducing various nationalities, each playground representing a different country. The spectators were transported from nation to nation as scene after scene in this series of skits, pantomimes and folk dancing unrolled before their eyes. The folk dancing was done by the girls, while the pantomimes and skits were given by the boys.

And as for the circus, a very effective finale was worked out in the circus held by the playground children of Winona, Minnesota, when the electricity was suddenly snapped off and the lights of lanterns began to appear as the children, carrying the lanterns which they had made for the recent lantern parade, marched around the arena.

Know Your Own Parks!

Many cities are only just beginning to appreciate the recreational assets they possess in their parks. Recreation departments are doing much to promote this appreciation by such a "Know Your Own Parks" campaign as the Recreation

Department of Salt Lake City, Utah, conducted last summer. Groups starting at the bandstand of Liberty Park, made a tour of the park with a worker trained in nature lore. Further use of the facilities of the Salt Lake City parks was promoted by the Recreation Department when each week groups of children and young people left the play centers with their leaders to camp over-



A long hike ending at their overnight camp is not too strenuous for the students of the Slippery Rock, Pa., Normal School

night at the dormitory in Mueller Park, where they prepared their own meals and planned their own program. The erection of an outdoor fireplace and stone circle benches and of an indoor fireplace, has added greatly to the enjoyment.

Music on the Playgrounds

Music activities in the playground program are developing rapidly. The interesting feature of

the program conducted by the Park and Recreation Board of Birmingham, Alabama, is the careful preparation which goes into making the music really good. Outlines are presented several months before the opening of the playground season, and each playground leader learns every toy orchestration and every suggested song and tests her ability on the harmonica. For experience has shown that the play leaders who can not play with skill get no results, but where leaders are skillful players the playgrounds have had bands of from forty to fifty members playing three and four part music with beautiful effect.

Most of the public schools of Birmingham have toy orchestras in their primary departments. The Park and Recreation Board had the happy idea of correlating the playground work with that done in the schools, and as a result very satisfactory progress has been made. Out of 31 playgrounds 24 had toy orchestras entered in the final music contest held at the municipal auditorium before a large audience.

Singing is a part of the program and every leader operates on a definite time schedule. It is not at all unusual to hear a child say, "Come on, everybody, it's time to sing!"

An Inter-Playground Bicycle Race

There have been many bicycle races, but the inter-playground race such as that held in Hamden, Connecticut, may be something of a novelty for it proved also to be a Learn-Your-Own-Town project.

The nine playgrounds in the town of Hamden are entirely scattered and many children ride their bicycles to reach them. This fact suggested to the superintendent of recreation the idea of a contest. The set-up was very simple. Contestants were limited to six from each ground selected by the playground instructors. The age limit of sixteen years was set. A day and hour were selected when fewest motor vehicles were likely to be on the streets. Traffic policemen on busy corners cooperated so that liability through collision was cut to a minimum.

Each contestant was furnished with a card to be signed by an instructor with time of arrival at each of the other eight playgrounds. The six contestants from each ground were started at intervals of five minutes to insure against

bunching and reckless racing. The time of return to the home playground was recorded and the lowest time for the round of playgrounds computed. The contestants were allowed to select their own routes which the wise ones had, of course, planned out ahead of time. The only rule governing the contest with the exception of limitation of age, was that the route must be covered entirely under the contestants' own leg power.

A playground badge was given the contestants with the lowest time from each playground. A small cup was awarded the lowest individual record from the combined entrants. A boy who peddled papers on his bicycle each day won this trophy. One of the interesting outcomes of the contest was the fact that many of the contestants visited playgrounds which they had never been on before; some of them saw sections of the town which they had never visited.

Summer Plans in Cleveland

"In view of the general unemployment," writes J. H. Gourley, Recreation Commissioner, Cleveland, Ohio, "much emphasis will be placed on the development of evening programs and a great part of the season's effort will be directed toward creating opportunity for the children to demonstrate their work and engage the cooperation of adults as individuals and in organized groups."

One of the first efforts to bring about a definite correlation of playground activities and the cooperation of individuals and groups will be the organization, just before the opening of the playground season, of the Municipal Playground Council. More than 1,000 adults have been registered during the past seasons as active in aiding playground programs. These adults are to be invited by the City Manager to attend a demonstration by the supervisory and teaching staff of the program conducted this year. This conference program will be in the nature of a demonstration in dramatic form and will include brief accounts of the various special and regular activities. Opportunities for cooperation will be given in some

detail and the adults and group representatives from each playground neighborhood will meet personally during the evening the staff in charge of their neighborhood playground. A committee from each playground is to be selected and a city-wide council

To help you in the summer playground program—"Conduct of Playgrounds," "Handcraft" "What We Did on a Summer Playground," "Sand Modeling Manual," bulletins and other program aids.

Send to the N. R. A. for a new list of publications just off the press.

formed of these groups accepting responsibility.

Handcraft, singing games, folk dancing, storytelling, games and music will be correlated with the special features and closing features already established as part of the neighborhood activities during the past few years. In the planning of the routine work during each day's program, material is to be developed which will lend itself to a use in these early evening community programs.

Each day of the week a special teacher will be a guest, so to speak, on each playground. Teachers of handcraft, storytelling, nature study, Houdini, and the music teacher who will specialize on the toy orchestra and closing features, will spend one day each week on each playground. Thus a new appeal each day will be made on each ground. Close cooperation between the regular staff and the special teachers both in planning the work outlined in the program and in their organization efforts will permit a rapid development of material for the special features of community interest.

Each supervisor is also assigned to a special interest such as games, gymnastics, athletics, sandcraft and special features. These supervisors will direct the organization of the program within the scope of their special assignments and the organization work so that they will also contribute to the nightly programs and toward the building up of the material and units used in the final city-wide festival which this year is to be known as *Aladdin's Lamp* or *The Wonderland of Childhood*.

Special teachers and those in charge of special assignments, cooperating with the playground directors, will extend to the corps of forty leaders organized every year on each playground an invitation to participate again. Demonstration groups in games, athletics and gymnastics will be organized. An invitation will be extended to every neighborhood fraternal, musical and dramatic group through the staff worker in the neigh-

borhoods. The experience of the past years in developing the community program has shown that these groups are glad to participate.

Practically all of the playgrounds conducted by the Division of Recreation are situated in neighborhoods where foreign language organizations are conspicuous. More than 300 foreign language national organizations have branches in Cleveland, and contacts have been made with more than 100 of these local organizations through the work of the department. These organizations have musical, dramatic and gymnastic groups. They are especially strong in children's groups which will have a



Stilt walking is a real adventure with plenty of thrills for the daring!

unique opportunity to participate in this summer's program.

Beginning with the handcraft work as a basis, a "tour" is to be made of eight selected countries. The characteristic nationalistic features of these countries are to be used in influencing the projects, nature and design of each week's handcraft program. Spain, Czechoslovakia, China, Germany, Holland, Hungary, Scandinavia, and America (Indian) are the countries selected. They are all particularly rich in handcraft suggestions and in singing games, folk dances, stories, games and music adaptable in bringing about a correlation of work that should produce a varied and colorful program.

Throughout the winter the handcraft staff has supervised the making of several score of costumes of permanent material for thirty nationalities so that the folk dance and singing games groups might be ready at all times to present their work in a most attractive manner. In addition, the children's handcraft program during the season will create costumes of more perishable material for each country but suitable for the programs. Material supplied for the handcraft program has been selected for its availability for this development along nationality lines.

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Attendance Taking on the Playground

Can It Be Effectively Standardized?

By Jacob W. Feldman

Recreation Department, Newark, N. J.

THE question of the best method of taking attendance on playgrounds is one that makes its appearance at all recreation congresses, conferences or meetings of which recreation workers come together. One reason for this is the emphasis so many officials put on their attendance figures and their desire to compare them with those from other systems. Because of the difference in the method used in gathering the figures, they are not comparable at all. To try to compare them is absurd. Any one who knows how attendance figures are gathered realizes this and does not try to compare attendance figures from one system with those of another; but laymen and sometimes recreation officials do compare attendance figures. It would be a great aid to the recreation movement if some common method of procedure for taking attendance could be developed that could be used on different types of recreation systems. The figures derived by this common method would then be comparable.

In order to know the different methods of attendance taking used in the United States, the National Recreation Association sent out a questionnaire to forty-seven recreation executives asking them to describe the method that they were using for taking attendance on their playgrounds. From the replies received there seemed to be seven general methods in use.

1. Taking one count a day at the peak load.

2. Taking a count at the peak load at the morning, afternoon and evening sessions and adding these together to arrive at the total attendance for the day.

3. Taking three counts a day, averaging them for the attendance.

4. Taking one count a day,

Wanted—a common denominator for solving attendance - taking problems.

adding $33\frac{1}{3}$ per cent to the number secured.

5. Taking the maximum count for morning, afternoon and evening and adding them together, then adding one-third of this total to give the attendance for the day.

6. Taking three counts as in Number 5, but adding only 15 per cent.

7. Actually registering the children and having them check in every day they come on the playground.

Since methods that are so different are used to take attendance, one can easily see why there is such a difference of opinion as to what the attendance figures really represent, and can readily realize the absolute impossibility of using attendance figures from different systems for purposes of comparison.

Two Experiments

This fact was brought out very clearly in the case of two tests that were conducted in widely separate sections of the country—one in New York City and the other in Des Moines, Iowa. The experiment in New York City was conducted at four playgrounds by Mr. Charles J. Storey of the Russell Sage Foundation in October, 1928. The results of his test were issued by the National Recreation Association as Bulletin No. 2030. The test was conducted for only one day on each of the playgrounds. One of the things that Mr. Storey brought out in his test was what the difference in the final attendance figures would be

when the seven different methods of attendance taking were used. The difference is very striking, as is shown in Table No. 1. During the test there was perfect control of those entering and leaving the grounds. Every child entering was registered. During the day counts were taken as described by the seven different

(Continued on page 232)

Mr. Feldman, who is director of the Central Avenue Community Center maintained by the Department of Recreation of the Newark, New Jersey, Board of Education, raises a problem which is perhaps more frequently discussed than any other technical phase of recreation administration. His analysis of the situation throws light on a perplexing question.



Such miniature swimming pools for small children should be found in every city

Swimming Programs in Municipal Pools

With swimming ranking high in favor as a playground activity, public provision for this sport is imperative.

WATER sports in the playground program are becoming increasingly important. Pools are multiplying and Learn-to-Swim campaigns are growing in number.

Swimming activities played a major part in the 1930 summer program of the Cincinnati, Ohio, playgrounds. All play centers except one are now equipped with at least one and in many instances two swimming pools. Playgrounds with only one pool have a large combination swimming and wading pool, 80 to 100 feet long and 35 feet wide. Seven of these pools are completely enclosed with a chain link fencing and all the others will be fenced as rapidly as funds become available. The shallow end of the new pools, 9 to 18 inches in depth, is separated by a wall from the deeper end, 2 feet, 6 inches to 3 feet, 8 inches in depth, so that the youngsters have their fun in safety without interfering with the older group.



All of the children using these pools are required to take a soap shower before going into the pool, the soap being furnished by the Public Recreation Commission. Suitable shower and dressing room facilities are provided in every playground shelter building. Play leaders are required to instruct the children in the necessity of carrying out all the rules and regulations of sanitation and hygiene that are printed on placards and posted either inside or outside the shower. Certain responsible children are assigned as health guards to assist the play leader in body inspection and general supervision.

Every precaution is taken to maintain these pools at the highest sanitary standard. The water is changed daily, and every evening the pools are thoroughly scrubbed with stiff brushes. Each pool is treated with chloride of lime solution as often as the necessity is disclosed by ortho-tolidin



Interesting programs and high sanitary standards are factors in the large attendance at this Cincinnati pool

test. This test is made several times daily by the play leaders. In addition, the pools are tested every week at irregular periods by the Board of Health inspectors and weekly reports of findings are submitted to the Public Recreation Commission.

Swimming Events in Cincinnati

A special supervisor of swimming is employed by the Public Recreation Commission whose duty it is to see that all rules and regulations concerning the use of pools are observed, to teach beginners' classes in swimming at regular class periods, to organize swimming meets for the various playground geographical section units, and to conduct the city-wide championship meet. The following events are conducted for every one of the six geographical units and for the city-wide championship meet:

Mid-Junior Boys

1. Free Style, 1 length
2. Side Stroke, 1 length
3. Relay, 4 boys, 1 length each

Junior Boys

1. Free Style, 1 length
2. Back Stroke, 1 length
3. Relay, 6 boys, 1 length each

Intermediate Boys

1. Free Style, 2 lengths
2. Back Stroke, 1 length
3. Relay, 6 boys, 2 lengths each

Mid-Junior Girls

1. Free Style, 1 length
2. Side Stroke, 1 length
3. Relay, 4 girls, 1 length each

Junior Girls

1. Free Style, 1 length
2. Side Stroke, 1 length

3. Relay, 6 girls, 1 length each

Intermediate Girls

1. Free Style, 1 length
2. Side Stroke, 1 length
3. Relay, 6 girls, 1 length each

A compilation of figures for the past four years recently completed shows that 1,854 different individuals and 343 relay teams have taken part in these swimming meets in the outdoor pools, the figures for 1930 being 455 individuals and 85 relay teams.

In addition to these outdoor swimming pools, the Public Recreation Commission operates six indoor swimming pools located in public school buildings. As these pools have a maximum of nine feet, a swimming instructor and assistant and a janitor are employed at all six locations. A special indoor championship meet is held for these pools.

The swimming supervisor also conducts swimming tests for beginners. These minimum standard tests are set up by the Public Recreation Commission to stimulate individuals in the desire to swim. Certificates are awarded the children who pass the test. Four hundred and three children passed the test during the summer of 1930. Beginners' tests are conducted both at the indoor and outdoor pools. The swimming supervisor also has charge of the Junior Red Cross Life Saving Tests and more than one hundred boys and girls from the indoor pools passed this test in 1930.

It is believed that the eight percent increase in playground attendance in 1930 was largely caused by the presence of these swimming pools on the playgrounds and because of their widespread use by the children this summer when the mercury reached 100° or more every day during the extremely hot weather.

The Los Angeles Plan

To promote instruction in swimming at the age when the elements of swimming skill are best learned and with the maximum facility, the Los Angeles Playground and Recreation Department has for four years conducted a swimming week when "Learn to Swim Campaigns" are promoted. The plan goes into action each spring just before school closes for the summer vacation. One week is set aside for the girls' campaign; the following week the campaign for boys is held. In 1930 all the city pools were used, both those municipally operated, eleven in number, and the one large

private pool at Bimini Baths. It was found necessary, because of the increased demand on the part of the pupils, to operate four of the ten municipal pools for an additional two weeks.

Attendance in the campaign is entirely voluntary. Posters are sent out to the schools in the neighborhood of the pools advertising the dates and the opportunity to learn to swim. The school principal then registers all those who express their desire for the instruction. An admission card is given the student to take home for the parents' signature. This admission card contains pertinent information about the campaign as well as coupon or stubs. Each card is stamped with a serial number to be used in case an accurate check of any student's attendance may be desired. The attendance is taken at the pool by the collection of the proper stub. The first day the main body of the card is taken and filed. A meeting is held with the pool directors prior to the beginning of the campaign. At this meeting the details of organization are rehearsed.

The Publicity Campaign. Along with arrangements at the schools goes a vigorous publicity campaign. Last year this campaign included the release of special stories to more than 100 newspapers in Los Angeles and its suburbs during two succeeding weeks. Beginning with the Saturday preceding the opening of Los Angeles' swimming week and continuing throughout the week there were daily publicity stories. In the six metropolitan newspapers of the city pictures, layouts and cartoons were also used. The total newspaper publicity received from the clipping agency amounted to approximately six hundred column inches. It is estimated that from sixty to seventy-five per cent of the total amount of the actual publicity printed is collected by the clipping agency.

Radio was effectively used in connection with this campaign. Broadcasts included two special descriptions of Los Angeles Swimming Week over KMTR on Tuesday, August 12th, and Tuesday, August 19th. There was also a special broadcast over a local station. Announcements were made from time to time over other radio stations regarding Swimming Week, urging the public to visit the nearest municipal swimming pool either to witness or take part in the activities there. All local radio stations of Los Angeles were approached with regard to this matter and gave excellent cooperation. In addition to the newspaper and radio publicity for this week, a Fox

Movietone newsreel of the canoe tilting feature of the week was taken at Bimini Plunge.

Method of Instruction. As all the students are beginners no classification test is necessary, so that instruction begins with the one group advancing approximately at the same rate. A teaching period of thirty minutes, in which a standard method of group instruction is used, is followed by a practice period of ten.

The Program. The program which concluded the 1930 Swimming Week consisted of special events each afternoon at the municipal pools, including comedy races, canoe tilting, water fights in canoes, children's competitive races in the various strokes, balloon races, egg and spoon races, nightgown relays, dog paddle contests for young children, form swimming and many other water stunts and events.

The events planned at Bimini included Fred Cady's Night, in honor of one of the local swimming coaches who was on hand to aid in the conduct of the evening's festivities. This program on Monday consisted of an exhibition put on by the swimmers from the Los Angeles Athletic Club, many of them creating especial interest because of their records as national champions in their favorite events. Tuesday night offered events in which only the younger children participated. Wednesday night was set aside for comedy parades, comedy diving and water stunts. Old fashioned bathing suits shone forth in

all their quaintness. On Thursday night a local theatrical troupe put on a water show, with the girls doing diving and drilled swimming in formation. Canoe tilting try-outs were also held on this night. Friday night was given over to more canoe tilting try-outs, with the girls again in attendance with more stunts. Nothing created more amusement than these canoe tilting events.

At the municipal pools the programs took a different character inasmuch as the events were planned especially for and with the regular pool attendance. At the Griffith Municipal Pool, the only pool that is operated by the Playground and Recreation Department during the evening, the first annual Junior Boys' Diving Championship was held. This event was sanctioned by the A. A. U. and attracted great crowds.

An example of the provision made by the Minneapolis Park Department for water sports



Courtesy American City

Success of the Plan

The attendance records showed that during the two weeks of the regular campaign period in 1930 there were 4,210 lessons given to 957 students. Of this number 593, or 63 per cent, passed the Red Cross beginners' tests and received the award button. It is probable that another 20 per cent learned to swim but not sufficiently to pass the tests, or else failed to attend the last meeting of the class when the tests were given.

During the following two weeks an extended campaign was held. At only four pools an additional 234 students entered bringing the total to 1,391

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Attendance Taking

(Continued from page 227)

methods listed as used by different executives in getting attendance figures. The result is tabulated in Table No. 1.

TABLE 1
APPLICATIONS OF SEVEN METHODS OF TAKING ATTENDANCE

	Heckscher	Tompkins Sq.	W. 59th St.	Yorkville
1. Registering each child	2,410	1,199	1,086	1,261
2. One count a day Maximum	1,113	149	233	250
3. Maximum hourly count morning, afternoon and evening, added	1,875	365	439	650
4. Three counts a day averaged ...	625	122	146	218
5. One count a day plus 1/3	1,484	199	311	341
6. Three counts a day plus 1/3	2,500	487	585	871
7. Three counts a day plus 15%....	2,156	420	505	751

Mr. Storey states in his article—"It will be seen that only one method (No. 6 applied to Heckscher Playground figures) has any relation to the actual count of a playground. The curve of hourly attendance at the Heckscher Playground shows a uniform rise to 3 o'clock, then an almost equally uniform fall till evening. This would account for the approximation of the total by adding the three hourly counts plus a third for those who came in and left between counts. If the attendance of a playground were taken a number of times, giving hourly counts, and the total attendance, it would be possible to work a formula based on an average relation between hourly counts and the total number of individual children attending each day. The counts would also have to be taken at different seasons to allow for certain seasonal variations."

The second test is found in the attendance figures that were gathered for the recreation system of Des Moines, Iowa, consisting of 20 playgrounds, and for the entire summer season of eight weeks. These figures were compiled by Mr. Lewis R. Barrett, then Superintendent of Recreation of Des Moines, Iowa, in the summer of 1928. For purpose of comparison he used two of the seven methods in general use for taking attendance and which have been enumerated in this article. One of the methods of procedure in Des Moines was to register every child who came to the playgrounds, giving him a number which he checked in each day he came

to the playground. The other method used was to have the director count the children three times a day at the peak load and to add these figures to give the total attendance for the day. The results of this test is shown in Table No. 2.

TABLE 2
ATTENDANCE FIGURES FROM DES MOINES, IOWA,
SUMMER SESSION 1928—OF 48 DAYS

Name of Playground	No. of children enrolled	Average No. of days each child attended plgd. over 8 wk. period	Total attendance with child checking in	Total attendance taking 3 counts a day and adding them
Allen	327	20	6,541	6,831
Burke	226	36	7,232	9,660
Drake	408	26	10,608	8,101
Franklin ...	304	34	10,336	12,698
Goode	455	22	10,010	9,446
Greenwood .	217	28	6,076	15,940
McRae	363	18	6,534	7,506
McHenry ...	336	38	12,768	15,912
Nash	337	22	7,414	8,677
Union	671	36	24,156	26,275
Walker	496	32	15,872	17,986
Benton	210	28	5,880	7,132
Brooks	419	22	9,218	10,704
Crocker	217	24	5,208	3,974
Hubbell	202	38	7,676	5,934
Scott	186	36	3,348	2,581
Logan	335	36	6,030	3,484
Park Ave....	123	20	1,230	1,963
Sabin	156	22	1,716	2,279
Willard	187	20	3,740	9,270

The figures in the tables shown throw a very strong light on the reason for the marked disagreement in attendance figures. Here is one system where two methods for taking attendance were used and the difference in the attendance reached was rather startling to say the least! There are fourteen grounds that show a larger attendance by taking the count three times a day and adding them than by the method of having the children check in daily, while six of the playgrounds show a higher attendance figure when the checking in method is used than when the three count method is used. By studying Table 2, one can see that in the case of Willard and Greenwood Playgrounds the three count method would give about 2½ times as high an attendance figure as the checking method, while in the case of Logan Playground, the checking in method would show 1.8 times as high an attendance as the three count method gave. Mr. Storey found that the attendance by the three count method was lower in each case than the registering and checking in method. In the case of Tompkins Square the actual registering of children gave a count that was 3½ as much as the three count method would have given. A study of these two reports indicate very clearly the great need of some common method of procedure for taking attendance.

Wanted—A Common Method

This summer an attempt will be made to develop such a common method. Ten recreation systems in Northern New Jersey, which are members of the Northern New Jersey Recreation District, will help in this experiment. The methods to be used in taking the attendance have not been fully decided upon, but they are being developed by conference by the executives of the systems involved, and will have been finally decided upon before this appears in print. Two or three methods of taking the attendance will be used on the same grounds at the same time so that comparison of methods and figures can be made.

It seems to be the consensus of opinion that some method of registration should be used, as that seems to be the basis for a truly accurate attendance count. The only objection to registering is the amount of time that is involved. But the information that one can gather from the registration figures more than compensate for the time taken. The method of registering children that is now in use in the Department of Recreation, Board of Education, Newark, N. J., system is the one that will very likely be adopted. A registration sheet is used on which twenty names can be filled in on each side, and the following information is gathered about the child: his name, address, age, and school attended. There is also space on this blank to keep his daily attendance for five weeks. When a child registers he is given a number that he checks in every day he comes to the playground. This system of registering was instituted in Newark in the summer of 1930. While it means considerable work the information that these registration forms yield is great indeed. If ten systems adopt this method and the results are studied at the end of the season, some worthwhile facts will be brought out.

Facts Secured Through Registration

To show the possibilities that will be opened up by the mass of data that will be gathered during the summer, we present some of the results of studying Newark figures for last summer. First, registration gave us the actual number of children attending the playgrounds. In Newark 16,899 different children registered on the playgrounds. Second, having their addresses it is possible to make a spot map for each playground which will show the distance the children travel. It will also show whether the playground is pulling children from all directions or from one only.

This brings out some interesting facts about locating playgrounds and factors that affect the pulling power of a playground. Third, having the ages of the children it is very easy to plot a curve for each ground and one for the entire system showing the number of children of each age who attend the playgrounds. Taking the Newark system as a whole for both boys and girls the 12 year old has the largest number attending while 10 year old come next. Some of the individual grounds, however, differ greatly from this. Finding out the reason for this variation should help the recreation executive in planning his program and in determining whether it is necessary to set certain grounds aside for smaller children and others for larger children. Fourth, if the Newark method of checking in the children is adopted, the average number of days that a child attends a playground can be determined. In Newark for July, 1930, the average number of days that every registered child attended the playgrounds was 13.57 while in August it was 14.8 days. There are so many other facts that the registration figures will yield after a close study, that the time taken to register the children will be well spent, and there is no doubt but that this mass of data from 10 cities should and will have some effect on playground technique.

As for the other method to be used, it has been suggested that three counts a day be taken and added. The figures obtained by this method will be compared with those of the registering and checking in method, to see if there is a certain percentage that is fairly constant for each playground after two or three weeks trial. If such a percentage is found then the attendance can be determined by using the three count method plus this percentage.

The percentage will in all probability vary for each playground, so that what is used on one ground cannot be used on another. It will not be possible to set up a general formula forgetting the attendance on all grounds of a recreation system such as taking the count three times and adding $\frac{1}{3}$ or $\frac{1}{5}$. On playgrounds that are open all year round this percentage will vary for each season and it will be necessary to determine what it is for each season.

While the suggested method of determining this percentage would undoubtedly require some extra work on the part of the playground staff, the benefits derived would far outweigh the difficulties and would aid materially in solving a vexing problem.

Leather Craft



Courtesy of National Crafts Supply Company

By Claude R. Buck

*Department of Public Recreation
Reading, Pennsylvania*

Purses and wallets are typical of the many articles made possible through leathercraft

LEATHERCRAFT, the art of making useful and beautiful articles from leather, is a craft which arouses and holds the interest of all groups. It is an excellent project for the playground because the tools required are simple and the materials used are inexpensive. The craft satisfies the desire to possess articles too expensive to be considered at prices asked in specialty shops, and the ease of construction gives the child the confidence necessary to try more difficult arts. For leathercraft and its decoration creates an urge for knowledge and skills in designing, drawing and coloring through the medium of inks and paints both of which add much charm to the finished product.

Leathercraft was introduced on our local playgrounds three years ago. Until that time basketry and bead work were so popular as to stand alone in the interest of the children; today, to avoid a lopsided handcraft program, it is necessary to restrict the work on leather to a two week period during a ten week play season. During this period last year 500 pounds of scrap leather were used by the children at 22 playgrounds, and since each pound contains from 5 to 10 square feet according to the thickness of the leather, some idea of the demand may be had. It may be that our particular program had an unusual incentive when we first started leather work in that we had Indian life for an overhead

Leathercraft is coming into its own on the playground. Tools are simple and materials inexpensive.

theme on our playgrounds—a theme which added interest to the use of leather in costuming and implements.

Tools and Materials

The tools, with the exception of a punch for the lacing holes, are to be found in every household. A pair of sharp scissors, a hard pencil, a ruler, and a sharp knife are all that a beginner requires. The punch may be of the wheel type, costing 85 cents, with four or six sizes of punches ready to be turned out for service at will and operated by handles as an ordinary pair of pliers is operated. Or it may be the type costing 15 cents which is designed to be struck with a mallet. If this type is used, the anvil must be for clear cut results the end grain of a block of wood, preferably hard. If the length of the grain of wood is used, the wood under the punch is driven down carrying the leather with it, and the result is an irregular hole.

Scrap leathers, which constitute the material required, are created in the leather using industries, such as shoe factories, luggage works or upholstering plants, through the discarding of pieces with slight blemishes by offal, when but one piece can be cut from a skin or hide, or when an odd

shade of color is demanded on a given job and one or more skins are left beyond requirements. This scrap comes in a variety of color lending added charm to the construction of projects, and because of its cheapness it makes craft work in leather possible on our play system where all materials must be paid for by the user. Calf skins, the most desirable of leather, costing 50 to 60 cents a square foot in the whole skins, can be had in scraps at 30 cents a pound.

We have found that children demand projects of practical, every-day use—purses, billfolds, belts and moccasins. These are worn or proudly displayed at all special events and at city-wide handcraft exhibitions where there is keen rivalry among playgrounds for originality of design and superior workmanship. Many of the projects are made for sale, and several of the boys on our playgrounds finance their two weeks' stay at a local camp through this project.

Interest may be aroused by demonstration of a few and simple fundamental principles, such as the careful making of patterns for each object, accuracy of layout and the correct spacing of holes in lace-together projects. Once aroused, this interest may be sustained by having the first project one which is quickly finished, by filling the demonstration with action and inspecting work thoroughly for defects in workmanship. The next project may be made one of the pupil's own choosing, and individual instruction should be given, thus encouraging self-expression. The finished projects, which should not be too ambitious, should be displayed, the pupils being allowed to handle them and discuss the workmanship.

Making a Purse

A small purse is a good project for beginners, especially for mixed groups. If the class consists entirely of men, a billfold or wallet may be made. Since both projects embody all of the fundamentals we will proceed to make our pattern; for the coin purse, $2\frac{1}{2}$ inches by 4 inches is a good size. An unusual shape adds charm so we will make ours a truncated cone.

Select a piece of cardboard, draw your design, write on the face the number of pieces required and then cut out. Transfer pattern to leather and lay out with pencil. Cut out the leather. You are now ready to locate the holes necessary to assemble your purse. The beginner always inquires, "How far from the edge and how far apart must the holes be?" A good rule is to allow

as much space between the holes and from edge to hole as the lacing is wide. This rule results in a very attractive appearing work.

Right at this point your job is made or marred. Take plenty of time in locating your holes, and to be doubly sure that they are placed correctly count all hole locations before punching on all parts that are to be laced together. It is obvious that if one line of twelve holes were to be laced to another line with eleven holes in it, one hole would be unoccupied. And this is a situation that frequently arises because of the stretch in leather.

With the holes punched we are ready for our lacing thong. Factory made lacing is so perfectly uniform in width as to result in a factory made appearance of the finished project and so expensive as to be prohibitive in our classes; therefore, we will make our own.

For the lacing choose from your scraps a darker shade of the same color leather you used for your purse. Cut a disc roughly round about 3 inches in diameter. It may be oval. With your scissors cut a strip about $\frac{1}{8}$ inch wide, paralleling the edge, continuing around until you near the center; this will give you one long continuous piece. About three times the combined length of your punched area is required. If you watch the piece coming off your shears you will quickly become proficient in cutting lacing of an almost uniform width. Do not be discouraged if there is an appreciable difference in the width as this lends a "crafty" appearance. And don't be skeptical about the curl in the lacer as you near the center; all of this will pull out as you proceed with your assembling.

Now the impatiently awaited final operation is in order. Lay the two pieces together, and starting at either end, draw lacer through the coinciding holes until one inch remains on opposite side. Hold this one inch piece between holes and edge lace it fast. Some of the holes will not align; stick the point of your pencil in the holes and draw them in line; proceed until the corner is reached where the corner eyelet is used twice and so on until all holes are occupied. Tuck end of lace under last three loops and draw tight. This will make the end of lacing look exactly like start and will hold lacer permanently in place. Never tie knots. Place latch for tongue in slits provided, fold flap and with mallet, hammer down fold into permanent crease. Now your first project is completed.

If these simple fundamentals are applied to all leather projects, the student will have enough

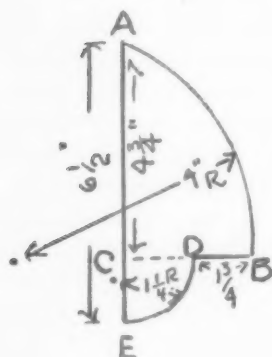
equipment to advance to more complicated work and methods which will suggest themselves as interest increases.

Moccasins

I have yet to find a group that did not demand moccasins. Moccasins are of as many types as there were tribes wearing them and the styles varied from sandals to knee boots. With the exception of the sandals, none of them can be classed as extremely simple if a well fitting piece of foot gear is demanded. All of the commonly recognized moccasins require a larger piece of leather than is usually found when buying scraps. Therefore, to satisfy the demand we have designed a moccasin made of four pieces which has met with such approval locally that in one training course 104 workers made 180 pairs of this new type.

Draw outline of foot on cardboard. Draw on separate piece of cardboard semi-circle with diameter one-half inch longer than greatest width of foot. Cut out and retain convex piece. Lay semi-circle on foot outline so that it extends one-quarter inch above farthest extended toe and one-quarter inch on each side of foot outline. The heel outline is nearly semi-circular; draw another semi-circle large enough to allow about one-quarter inch space all around heel outline. Connect ends of the two semi-circles with straight lines, thus completing pattern for sole. There should be one pattern for both right and left foot.

The toe pattern is in two pieces. Draw a straight line $6\frac{1}{2}$ inches long and $4\frac{3}{4}$ inches from one end (A). Draw line (C) at right angle. On this line mark a point (B) three-quarters of an inch longer than one-half width at widest place across the toe; join this point with starting point by a circular line 4 inches radius. On line BC mark point D $1\frac{3}{4}$ inches from B. Connect D and E with circular line $1\frac{1}{4}$ inch radius. This completes the toe pattern.



D and E with circular line $1\frac{1}{4}$ inch radius. This completes the toe pattern.

Before making the pattern for the piece extending from toe to heel, we will prepare to assemble the parts we have finished. We must lace the toe pieces together along the straight line, so lay out the holes as described for small purse. Having completed this operation, we will turn our atten-

tion to the sole. On this piece we are going to do another kind of lacing so we will change our hole spacing, not because it is absolutely necessary but to demonstrate that we have the privilege of variation. Draw a line $\frac{3}{16}$ of an inch from edge around entire sole and on this line space your holes $\frac{3}{8}$ of an inch apart and punch.

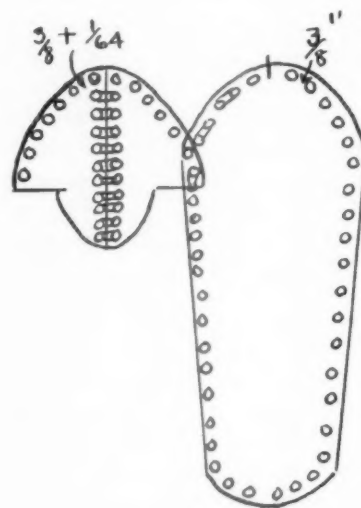
We are now ready to finish toe piece which we previously laced together. Draw line $\frac{3}{16}$ of an inch from edge AB and corresponding edge of its partner. On this line space your holes $\frac{3}{8}$ of an inch + $\frac{1}{64}$ of an inch. On line BD lay out holes as for purse. Now for the assembling.

Count the number of holes in AB. Starting at center of toe in sole, count off same number of holes. This hole is the point at which to start lacing. Lay toe piece on top of sole and proceed. Instead of going over and over as in the purse, the lacing is done in a straight line. After lacing 3 or 4 holes, the sole will curl up at the edge; that is just what we planned it to do but you are getting into difficulties on account of the difference in spacing your holes. Reach for the distant hole in the toe with your pencil and pull it in line; this will throw a rounded toe shape. Your pro-

ject is at this time nearly completed.

We are now ready for the heel. Count the number of holes left unoccupied in the sole. As they are $\frac{3}{8}$ of an inch apart, you will know how long the piece must be. Make it as wide as BD, or, if you want a cuff,

make it BD plus the width of desired cuff, about $\frac{3}{4}$ of an inch. Lay off the holes $\frac{3}{8}$ of an inch along length of piece, and same as holes in BD along width; lace together and your moccasins are ready for many comfortable hours of soft, protective foot gear. Sizes given are for No. 6 size foot.



Leathercraft in Hospitals

Leathercraft in hospitals under the dignified
(Continued on page 250)

National Recreation School

Presents Graduate Courses in

Recreation Leadership

IN June the National Recreation School graduated 35 men and women, some of whom are still available for employment in year-round recreation leadership positions. This is the fifth class to complete the graduate work of the school. It included men and women who have had practical municipal recreation experience from one to eleven years in the following cities: Alton, Illinois; Cincinnati; Dallas; Detroit; Duluth; Lincoln, Nebraska; Mobile; Newport, Rhode Island; Milwaukee; and San Diego. One student had been assistant director of physical education for men in a western university. A great majority of the students were born and brought up in the middle west, but there were also representatives from the south, southwest, New England, and the middle Atlantic states.

Some who had had no experience in public recreation were experienced in teaching and in settlement work and other activities allied to public recreation. Furthermore, during the school year the twenty-five men and ten women in the class were engaged in practice work in 48 settlements, playgrounds, and church recreation centers in greater New York. Many of them paid most and some all of their expenses through this employment. Since it served as field work, this employment was given full supervision by a representative of the National Recreation Association in order that the work of the students might be efficient and that it might also be personally developing to each worker. The following are some of the types of positions held by the students:

Man student: assist in supervising young men's gymnasium four or five evenings a week. Work purely recreational and involved a thorough understanding of basketball coaching and sympathetic knowledge of other sports.

Woman student: music and dramatic activities six periods a week, church neighborhood house.

Man student: playground and gymnasium work, six periods a week, church neighborhood house.

Man student: physical director from 3 to 5 and from 6:30 to 10:30 on week days except Saturdays. The hours on Saturdays from 1:00 to 10:30.

Man student: work with Italian boys in gymnasium, 7:30 to 10:30.

Students, Hand Picked

The group of men and women who made up this class were selected from 200 applicants because of their scholastic, athletic, and leadership records. They came from the following colleges; some institutions sending as many as three students: Purdue, Dennison, Illinois Wesleyan, Penn College, Western Tennessee State Teachers College, Cornell University, State Teachers College at Superior, Wisconsin; Indiana University, Centenary College, Ohio Northern, University of Minnesota, Massachusetts Agricultural College, College of the Ozarks, Illinois State Normal University, George Peabody Teachers College, Springhill College, North Dakota Agricultural College, Mississippi State Normal College and New York University.

During the 34 weeks course at the school, students were given an intensive practical grounding in such mental attitudes and information as are essential in the preparation for recreation leadership. The course is briefly described as follows:

Games: How to lead and teach games for all ages.

Athletics: Emphasis upon learning, organizing, and conducting sports,—basketball, baseball, soccer, volley ball.

Social Recreation: Planning recreation programs for churches, clubs, neighborhood groups, industrial groups, picnics, and community gatherings.

Community Music: Training in appreciation, song leading, use of introductory instruments, organization of choruses, bands and orchestras.

Community Drama: Emphasis upon simpler forms including story-telling, charades, panto-

mime, pageantry; also play selection and production for neighborhood groups; special attention given to inexpensive methods of producing dramatic activities.

Handcraft: How to design and create articles from wood, paper, wax, and other materials; toy making, basketry and modeling.

Folk Dancing: Training in various peasant and national dances; also old American dances.

Nature Study: Nature appreciation, leading nature hikes, seasonal programs, nature resources of the community.

Camping: Choosing sites, planning equipment, organizing program, securing leadership for out-of-doors camps.

Special Activities: Training in use of specialized programs such as Boy Scouts, Girl Scouts, Camp Fire Girls, etc.

Reading: Selecting proper reading lists for various age groups; relationship of recreation workers to libraries.

Girls' Problems: Adaptation of recreation activities to meet the special needs for girls and women.

Boys' and Girls' Clubs: Principles of organizing and conducting boys' and girls' clubs and their use in a recreation program.

Home Recreation: Service of the recreation department to homes in training parents for home play; selection of material and building of simple equipment.

Program Making: How to build and develop a recreation program to serve all groups in the community with a variety of activities throughout the year; discussion on balancing the program.

Community Centers: The use of schools and community buildings as recreation centers; problems of programs and administration.

Play in Institutions: How to provide recreation programs and leadership for institutions including orphanages, hospitals, prisons, asylums and homes for the aged.

Play Facilities: Layout of athletic fields, construction of buildings and swimming and wading pools, equipping playgrounds and gymnasiums and other play centers.

Park Recreation Problems: Securing land, adapting for recreation use, administrative problems.

Special Celebrations: Programs for holidays, old home week, festivals, etc.

City Government Problems: Discussion of laws and the procedure of municipal departments responsible for recreation.

Problems of Recreation Finance: Budget making; how to secure funds for recreation; public and private support; concessions, charges and other income-producing methods.

Publicity Problems: Interpreting the program to the public through the press, pamphlets, reports, bulletins, radio, pictures, stunts, speaking, and other forms of publicity.

Field Problems: A discussion led by field workers of actual current problems being faced.

Colored Communities: Discussion of ways of serving colored groups.

Personnel Problems: Securing and training staff workers and volunteers; salaries, hours of work, contracts, promotions, vacations, sick leaves, etc.

Character Building Problems: Analysis and discussion of character values in play activities; how to relate play to the building of character.

Problems in Cooperation: Discussion of other agencies and how to work with and through them in the community.

Surveys: How to obtain essential facts about a community as a basis for conducting recreation activities.

School Recreation Problems: Discussion of special problems involved both when the recreation of a city is conducted by the school board and when school property and personnel are used by agencies other than the school board.

Organization and Administration: A complete picture of the responsibilities of a superintendent of recreation and a discussion of the executive and administrative problems arising out of the conduct of a community-wide recreation program.

Nature and Function of Play: Discussion of the theories of play; values of play in individual and community life.

Local Special Problems: Discussion of current recreation problems that come to the Association by mail and personal inquiry; these questions cover the whole field of play and recreation.

Of Interest to Teachers.

The September issue of "Recreation" will be of special interest to school superintendents and teachers. School Play will be the general theme of this issue, and there will be a number of articles on play in the school program.

Faculty

In organizing the faculty for the National Recreation School a special effort has been made to secure individuals who have been or at the present time actually are engaged in some form of recreation leadership. It is felt that this method enables the School to keep very close to the needs of the communities into which students will be sent for employment. A continuous effort is made to bring before the students leaders who have vital messages and practical contributions to make. Each year a number of recreation executives lecture and lead discussions of current recreation problems.

Faculty: Among the faculty and special lecturers at the School are Alfred G. Arvold, founder of the Little Country Theatre, Agricultural College, Fargo, North Dakota; Mary T. Bliven, principal, Model Kindergarten, Heckscher Foundation, New York City; William Burdick, M.D., director, Playground Athletic League, Inc., Baltimore, Maryland; Mary Gould Davis, supervisor of storytelling, New York Public Library; Dorothy Enderis, assistant to superintendent in charge of Extension Department, Milwaukee Public Schools; Charles H. English, executive secretary, Playground Association of Philadelphia; Lee F. Hanmer, Ph.B., director, Recreation Department, Russell Sage Foundation, New York City; George Hjelte, B.A., superintendent of recreation, Westchester County Recreation Commission; George E. Johnson, A.B., A.M., Graduate School of Education, Harvard University; Joseph Lee, LL.D., president, N.R.A.; Jay B. Nash, Ph.D., professor of physical education and health, New York University; A. E. Metzendorf, M.P.E., Rochester, New York; Captain Charles Scully, American Red Cross; Charles F. Smith, B.Sc., Columbia University; A. D. Taylor, B.S., M.S., landscape architect, Cleveland, Ohio; William G. Vinal, Ph.D., professor of nature education, School of Education, Western Reserve University; Eva Whiting White, B.A., director, Elizabeth Peabody House, Boston, Massachusetts, and members of the staff of the N.R.A.

Graduates Successful

What are the types of positions which the available men and women of the class are prepared to fill? The question may in part be

answered from the experience of previous classes. The latter have gone directly from the school into the following types of positions: superintendency in small cities; assistant director, director of girls' work, director of activities in settlements, director of social centers, community house director, and county director of 4H Clubs. Some members of the class are especially adapted to rural recreation work.

The National Recreation Association stands behind the graduates of the school in fitting them for the exacting duties of recreation leadership for which for nine months' hard work they were pointing. The graduates have revealed their resourcefulness in communities throughout the major part of the United States. Communications from those interested in considering employment of workers, should be sent to Miss Leah Chubbuck, Personnel Department, National Recreation Association, 315 Fourth Avenue, New York City.

Plans for 1932

It is the hope of the Association to make the School opening in September, 1932, as largely as possible a school for men and women who have had a college training or its equivalent, who have served in recreation systems and who desire a postgraduate year of study—men and women who will, after a year's study, return to the same recreation systems in which they have formerly worked.

If it is found that a very large proportion of the 1932 School can be made up of experienced recreation workers, a special effort will be made to adapt the course somewhat to the needs of the particular workers who are studying at the School. It is possible the Association may be successful in arranging for certain paid practical work in New York City for the students of this particular school, as has been done in other years. At the same time it is the belief that the smaller the amount of time taken up in practical work, the greater the time free for reading, study and preparation, and the hope is that students coming to this School will not be overburdened by trying to carry too much practical work.

It is requested that any worker wishing to attend the School notify the Association by December 1, 1931, if possible.

Will R. Reeves

Director of Public Recreation

Cincinnati, Ohio

It is a tribute to the entire recreation movement that Will R. Reeves, superintendent of recreation in Cincinnati, found in it values which challenged his versatile talents, his rare ability, his brilliant mind, and his whole-hearted devotion. In his death on June fifth the City of Cincinnati lost a public servant whose place will not easily be filled, and the national recreation movement a worker whose contribution, through the experiments successfully carried on locally and his written word, was of nation-wide import.

In 1919 Will Reeves was employed as a community song leader in War Camp Community Service. A few months later he went to Cincinnati where he organized Community Service, making it an important factor in the city's life. In 1927, through his efforts, the Public Recreation Commission was organized to take over the work of Community Service and to make possible the enlarged program which his vision pictured.

All matters which concerned the welfare of the community were of interest to him, and he somehow found time to serve as a director of the Travelers Aid Society and to work on many civic and philanthropic committees. He was organist of the Seventh Presbyterian Church of which he was a member.

Will Reeves' rare ability as a musician brought to the Cincinnati recreation program cultural values which have set a high standard. If he had done nothing but organize the Mothersingers, he would have made an enviable contribution. But he was never satisfied with what he had done and was constantly pushing on to new goals. Knowing full well the danger of overstrain to his heart—and for years he had fought ill health—he forged ahead carrying a terrific load. "Go slow?" he said characteristically in answer to the doctor's plea that he work in moderation. "I want to *live*. Mere *existence* is no good whatever to me. I have no interest in cautious vegetation."

And so Will Reeves lived, fully and richly, and died as he would have desired, working to the end.

Margaret McKee

Superintendent of Recreation

Des Moines, Iowa

On Monday afternoon, June eighth, the Des Moines City Hall was closed for the afternoon while a city paid tribute to a woman who had served it for twenty-two years, first as director of physical education in the public schools, and since 1929 as superintendent of recreation.

That vivid, lovable personality that was Margaret McKee has gone. But the leadership she gave, the influence she exerted on thousands of boys and girls, the sportsmanship she taught and lived, have stamped themselves ineffaceably upon the city's life.

On the page of a book found in Margaret McKee's home desk, is a pencilled notation—"Keep your shoulders to the wheel, instead of your back to the wall." And here is written the secret of her rich life whose crowning glory was the heroism of its closing.

When Margaret McKee was told by her physicians three years and a half ago that she was suffering from a rare disease which was incurable, and that she had only a few more years to live, she resolved not to "burden" her friends with the facts, as she expressed it, and so well did she guard her secret that her closest friends were unaware of the situation. She trained every effort on making the most of the time left her. Her work absorbed her, and every moment which was not spent in fighting the loss of physical vitality which her illness entailed, was devoted to the service of the recreation movement in Des Moines. When at last, a few weeks before her death, she was forced to take a leave of absence, she arranged for her assistant to visit her every evening to talk over the day's work, to make new plans. Until the day before her death she worked for the movement for which she cared so deeply.

Margaret McKee has gone. A city mourns her passing. Scores of recreation workers and physical educators in all parts of the county will miss her, but the memory of her life and her indomitable courage will never die.

RECREATION

The World at Play is published each month to keep you in touch with new developments everywhere. It is a cooperative undertaking. "Recreation" urges all its readers to send in items regarding recreational happenings in their communities

World at Play

A Fishing Contest

The Recreation Department of Sacramento, California, conducts a novel activity in a fishing contest for boys and girls under sixteen years of age. The requirements for this year's contest, which was held on May 2nd, were that fishermen must furnish their own poles, lines and baits, and that catches must be reported to the official scorer at the club house. Awards were given for the first sunfish caught, the first crappie, the first bass, the largest fish, and the smallest fish. Bring your lunch and enjoy the day at the park," was the invitation issued.

A "Poor Man's Golf Club"

ESCANABA, Michigan, is seeking to make a record for itself in the building of a golf course on the basis of strict economy. A farm was purchased for \$2,000 which is to be paid for in five years. Greens have been built at the low cost of \$100 apiece, and seven fairways are now ready. The club, popularly known as the "Poor Man's Golf Club" is composed of 150 members who pay an initiation fee of \$25 and annual dues of \$15.

Gardening in Detroit

THE Garden Division of the Detroit, Michigan, Department of Recreation last year had more than 2,000 children enrolled in 88 clubs, every member of which planned and cultivated a garden. Four acres



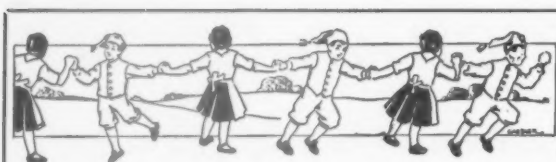
"Opening Day" Fishing Contest, Sacramento, Calif.

of land were cultivated at a cost of \$1,503.27 and the value of the produce raised was \$4,147. Approximately 4,000 quarts of fruits and vegetables were canned in the canning classes maintained by the Department.

Annual Reports

THE Playgrounds Association of Philadelphia, Pennsylvania, has issued its 1930 report in unusually attractive form. The review of the year's work begins with the challenge: "Shall we make children pay in the present emergency by neglecting their present needs for safe play spaces, for vigorous, outdoor, healthful activity, and for protection from the environmental influences which may later lead them into delinquency and crime?"

"To my mind," states Honorable John J. Fogarty, Mayor of Yonkers, New York, in the 1930 Report of the Community Service Commission, "recreation ranks in importance with public health and education, and it is to better recrea-



Singing Games and Folk Dances

Ideal Playground Material

by NEVA L. BOYD

You will find in these compilations by Neva L. Boyd, who has worked in cooperation with native teachers of dancing and folklore, a wealth of fascinating material that will be invaluable to you this summer and long afterward. Each book contains illustrations, detailed diagrams or directions, and words and music to accompany the action.

Old English and American Games. 40 singing games including Maypole dances for older children. \$1.25.

Folk Games and Gymnastic Play. 28 singing games, 6 gymnastic games and a system of exercises. For young children or older groups. \$1.25.

Folk Games of Denmark and Sweden. 41 singing games or folk dances. More than half are for young children; the rest for older groups or adults.

Folk Dances of Bohemia and Moravia. 33 dances with songs for elementary, high school or adult groups. \$1.25.

Write for leaflet containing detailed descriptions of books, and catalogs of FitzSimons operettas, cantatas and octavo music for community activities.

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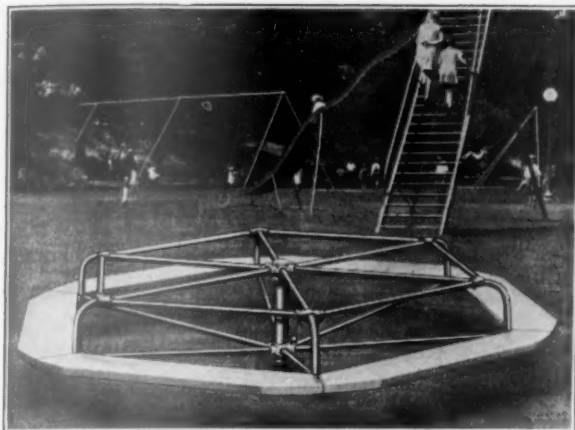
tion facilities that I pledge myself." The report outlines the development of the movement in Yonkers during the past sixteen years and tells of the varied activities conducted in 1930.

The annual report of the Westchester County, New York, Recreation Commission for 1930 has appeared. In its gay cover and attractive illustrations the report covers most effectively the spirit of creative play which the many and varied activities of the Commission are fostering.

The 1930 report of the Public Recreation Commission of Cincinnati, Ohio, gives a vivid picture of the many activities of the Commission. In his letter of transmittal, Will R. Reeves, superintendent of recreation, traces developments, explains budget expenditures, and analyzes the needs still to be met. (Additional copies of this report are available at the office of the N. R. A., and may be secured on request. Postage 4 cents.)

Another Home Playground Campaign!—Cambridge, Massachusetts, is the most recent city to announce a home playground campaign. From May 9th to June 20th the Recreation Division of the Park Department conducted a contest which was judged in accordance with the following standards: (a) By whom designed and constructed? (by boy, girl, children and parents); (b) construction and design (strength, workmanship, appearance, usefulness); (c) cost (low cost to be preferred); (d) originality (in materials and equipment; in construction; in preservation of space). Suggestions were offered for such equipment as swings, sand box, play benches and seats, ladder, slide, horizontal bar, shelter or play house, basketball goal. "The appearance of any backyard playground," states the circular issued, "is improved by planning vines along the fences. The scarlet runner or similar vine is suggested."

Boys' Day in Recreation.—The final event of Boys' Week in Los Angeles, California, known as "Boys' Day in Recreation," provided fathers and sons with an unusual opportunity to take part as team mates, as rivals, or as companions. Some of the events of the day were semi-final junior Olympic meets in eight districts; the Los Angeles city high school track meet at the Coliseum; a night miniature aircraft meet and model plane demonstration; several organized and informal hikes into the mountains; an all day out-of-doors observance at the municipal boys' camp; a minor sports carnival in archery, golf, tennis, and other sports; father and son horseshoe



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Every piece of this equipment is built by an organization with years of experience in building reliable and dependable play equipment. Permit American engineers to help you plan your playground. They will gladly submit suggestions with no obligations on your part except serious consideration for what they have to offer. Catalog available upon request.



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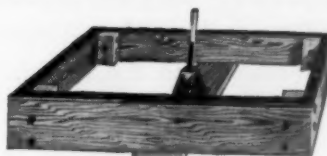
ANDERSON, INDIANA

tournaments; swimming, boating and boat races; free use of the municipal bath house at Venice Beach; the finals of the city-wide contests among boys, and many neighborhood events at municipal and school playgrounds throughout the city.

Hiking on a Large Scale.—Six hundred Detroit, Michigan, boys trudged through the forests of River Rouge Park in their annual Easter vacation hikes. During the entire morning numerous bands, led by leaders from the Department of Recreation, wound their way through the woods. At noon they made camp fires and cooked luncheon. In the afternoon, John J. Considine, supervisor of boys' activities, presented thirty-five medals. Fifteen bronze medals went to youths who made five of the pilgrimages; ten of silver were given the boys who hiked for more than six months. Others were gold medals presented to boys who had more than a year's experience.

A Baseball Pitching Contest.—About 4,000 boys from 40 municipal playgrounds in Los Angeles, California, took part in the preliminary baseball pitching contests held in that city, which

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consisted of pitching baseballs through a specially constructed wooden frame for the purpose of registering the largest number of strikes. The 80 junior and senior champions from the play centers later competed in the finals. These 80 boys and 800 others who ranked at the head of their individual playgrounds were the guests of the Wrigley Field Management at a league game.

A Marble Tournament in Elmira.—This year the Recreation Commission of Elmira, New York, had three classifications for the city-wide marble tournament held March 23rd to April 2nd—one for boys from the first to the fourth grades; one for boys from the fifth to the eighth grades; and the third for girls of grammar school age. The tournament was held in ten different sections of the city and at the end of the tournament the sectional championships played to determine the champion for the district. Twice as many competed this year as last.

New Facilities in Sacramento.—Sacramento, California, is to have three new play areas and a new tennis court and golf house. The existing golf courses are to be remodeled and \$2,000 worth of improvements will be made at the men's center. The music week program promoted by the City Recreation Department was unusually successful. One of the large events for the week was an old time dancing party in the Memorial Auditorium, open to all members of groups who enjoy old time dances.

Garden Theaters.—Groups interested in developing outdoor theatres will find in *Notes on Garden Theaters* by Albert D. Taylor a valuable source of information. The article appears in the April, 1931, issue of *Landscape Architecture*, copies of which may be secured from the Landscape Architecture Publishing Company, 9 Park Street, Boston, Massachusetts, for 75 cents.

A May Day Pageant in Santa Barbara.—One of the most delightful features of the huge May Day pageant, a California fairy tale, presented by the school children of Santa Barbara, California, was the evident joy with which the children—and more than 1,700 of them took part—participated in the colorful festival. Pupils, teachers and parents worked for weeks in preparation for the pageant, making the beautiful costumes which the art department of the schools designed, rehearsing the dances and pantomimes,

and practising the music. An orchestra of sixty musicians from two of the high schools furnished the music for the pageant which was directed by W. H. Orion, city recreation director. It was staged as a culmination of the semester's work in art, home economics, industrial education, music, and physical education.

A Pageant of Mass Drills.—A remarkable demonstration of mass drills was held in Macon, Georgia, April 18th, in connection with the sixty-sixth annual convention of the Georgia Education Association. Six thousand pupils from the grammar and high schools of Bibb County took part. No teachers appeared on the field during the presentation and the smaller children were in charge of high school girls.

A Patriotic May Day Celebration.—One of the largest patriotic meetings ever held at the Music Grove in Prospect Park, Brooklyn, took place on May 3rd when 20,000 people gathered for the eleventh annual meeting of Brooklyn Citizens' Patriotic May Day celebration. A program of addresses and music, provided in part by the New York Fire Department band, proved of great interest to the huge audience.

A Sports Carnival in Oakland.—With the marchers clad in uniform and bearing trophies, the eleventh annual Sports Carnival of the Industrial Athletic Association of Greater Oakland, California, was held on April 25th in the municipal auditorium. Brilliantly decorated floats by member firms followed the parade of championship teams, and afterward a series of nine sport events furnished thrills aplenty for the 10,000 spectators in the arena.

Each year a novelty event is offered. This year an indoor baseball game on roller skates



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THE JOURNAL OF
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was the unique event. The high light of the occasion, however, came when 24 teams, 12 of men and 12 of women, took the floor for volley ball games played simultaneously. Other activities on the program included women's baseball, stunt relays, and basketball; men's relays, basketball and soccer. Since the Recreation Department of Oakland entered the industrial field twelve years ago to stimulate the recreation program for employed workers of the city, great progress has been made. Sixty-eight firms are now represented in the association with 30,000 participating members.

A Robin Hood Frolic.—For the third successive year men and women employed in Los Angeles, California, industries took part in the annual municipal Robin Hood festival, a May Day revel on Nottingham Green. Approximately 500 participated in the festival which presented colorful folk dances of the period, music, and choral selections.

American Country Life Conference.—From August 17th to 20th the American Country Life Association will hold its fourteenth annual conference at Cornell University, Ithaca, New York. The topic will be Rural Government, and it will be the purpose of the 1931 gathering to consider the status and functions of rural government in all parts of the United States and the most promising means whereby the services of local governments through the rural population may be improved. Further information may be secured from the headquarters of the Association, 105 East 22nd Street, New York.

"The children of America today are asking the question, 'What shall I do next?' 'What shall I do next?' because their parents are asking at the same time, 'Where do we go from here?'"

"The under-privileged child is the child whose father answers the question, 'What shall we do next?' by giving him a dollar for a mechanical toy, or twenty-five cents to go to the movies.

"The privileged child is the child whose father puts in his hands the tools to do his own work, to make his own radio, to carry on with something that is of interest, to form his own entertainment."—Dr. William Mather Lewis, President Lafayette University, in *Citizenship, Kiwanis Magazine*, September, 1930.

Consider the Pollywog

(Continued from page 207)

that a child—every child—passionately wants to do he had better do it as it is unlikely that he will otherwise come out alive. The human embryo goes through many phases that seem to have no relation to its grown-up life, but I suspect that if those phases were left out the child would never be quite born, or that it would be a misfortune if he were.

Let us learn wisdom of the pollywog. Stanley Hall tried many experiments with pollywogs, of which the most interesting was that of cutting off their tails and seeing what effect it had upon their later life. One might fancy that the frog, having no tail, gains nothing much from exercising the tail with which he started; he cannot continue to be skillful with a member which is no longer there. And yet it turned out in Dr. Hall's experiment that the pollywogs that had not mastered the technique of the tail never developed the legs to which they were entitled. Nature, it would seem, has in mind a sequence in the lessons which she gives and prefers that the course shall be followed as she planned it.

As to how a permanent benefit can follow from a course of training that in its direct result leads nowhere, I suspect the explanation is that when a child has strenuously followed in a course which Nature cries upon him to pursue, whether it has a definitely practical outlook or not, he at least has lived. His action has proceeded from the depths, has called out all the strength and spirit he had in him and accordingly will leave behind it, not a special skill but greater strength and spirit for all purposes. He will be not merely a better climber but a better man.

A Stay-at-Home Camp

(Continued from page 213)

"Songs of the Open Road" by Walt Whitman

"Walden" by Henry B. Thoreau

"Little Rivers" by Henry Van Dyke

"Joys of the Road" by Bliss Carman

"Handbook of Nature Study" by A. G.

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"Kettles and Campfires"—Girl Scouts of America

"Campfires and Camp Cookery"—Boy Scouts of America.

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Here Comes the Circus!

(Continued from page 220)

gives up the search and makes an exit. The second clown continues to search. He finally finds and picks up a small box which, when opened, explodes. He screams and rushes out. Cap boxes of this type can be procured at any novelty store.

Clown Wrestling. The ringmaster announces a wrestling match between Fall-on-Nutsky, who bows to the ground, and Mr. Nobody. Mr. Nobody of course isn't there at all. The match starts, the one clown sparring for a hold on his imaginary opponent. A wrestling match is simulated something like shadow boxing. The one clown is finally flung to the ground, makes a bridge, succeeds in getting up and is apparently caught in a half-Nelson, and finally has his shoulders pinned to the mat. The ringmaster holds up Mr. Nobody's hand and declares him the winner.

Something Old! Something New!

(Continued from page 226)

For example, let us take the Holland Week. The Holland Club, organized several years ago in connection with the department's activities, will be asked to sponsor the week's features, and the programs for this type of week will be developed along the following lines:

Monday

Adult talent in song and dances

Tuesday—Story Night

1. Stories of Holland by children and adults
2. Children's Theatre

Dramatization of stories involving puppetry, shadowgraphs and pantomime

3. "Singout"

Wednesday—Games Festival

Gymnastic Circus, novelty athletics, games of Holland demonstration

Thursday—Special Feature Program

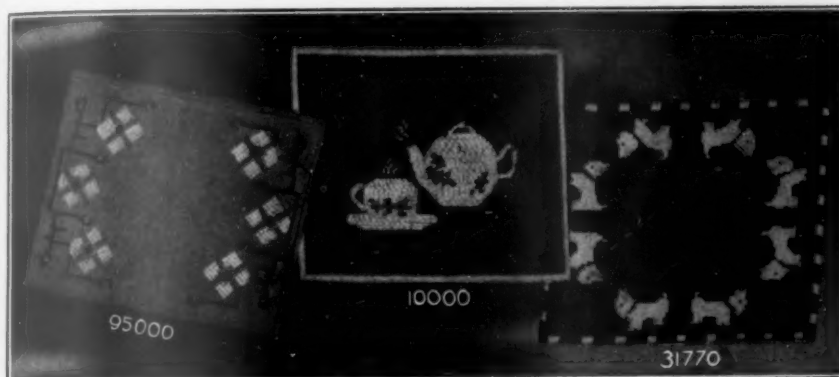
Twenty special features have become established parts of the playground program

Friday—Holland Festival and Exhibit

1. Handcraft Exhibit
2. Characteristic program of singing games, folk dances, toy orchestra and music

While the nationality theme is being carried out as indicated, other features not related to this development will be continued as rather permanent parts of the season's program. These fea-

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tures are the Baby Show, Barefoot Boy Day, Broomstick Derby, Dress Up Party, Wheeling Party, Tin Can Derby, Pet Show, Circus, Bubble Party, Rodeo, Story Book Party, Freckles Day, Beach Exposition (sandcraft), Pirates Play Hour, Fortune Hunt, Drug Majors' Contest, Buddie Day, Doll Party, Knight of Magic, the final individual playground festival and the city-wide festival. For the most part, these features are a development of the low organized game period. One or more of these features are part of each week's program throughout the season. A definite assignment of these features is made at the start of the season so that they might be well prepared for and well organized.

With constructive planning it is believed that the coming playground season will profit from all other phases of the Recreation Division's activities. The cooperating groups and organizations will likewise be profiting from added activity and will secure greater community recognition. In general the city should enjoy a type of community program with children's work on the playgrounds as a basis but with a great number of opportunities of adult participation and cooperation.

Swimming Programs

(Continued from page 231)

students who received the benefit of the campaign. The total number of lessons given in the four weeks was 5,405.

The directors of the various pools voted the
(Continued on page 250)

Among Our Folks

MISS MARY L. FLYNN, recreation director of Chester County, Pennsylvania, is on a six months' leave of absence to serve on Governor Pearson's staff as organizer of the Department of Community Activities in the Virgin Islands.

W. A. Hansen, who has been appointed director of recreation for Meadville, Pennsylvania, took up his work there in May. Mr. Hansen was formerly director of recreation for Chambersburg, Pennsylvania.

Lakeland, Florida, is continuing the work of the Recreation Department under the direction of Mr. W. W. Alderman, recently appointed superintendent of recreation.

Mr. Sylvester McCauley, of Dubuque, Iowa, has been appointed director of recreation for that city to succeed Mr. Bernard M. Joy.

The work of the newly organized Recreation Department of Bismarck, North Dakota, has been placed under the direction of Mr. John W. Reel, formerly director of recreation for Fort Myers, Florida.

Mrs. Susie Root Rhodes, who for many years served as supervisor of playgrounds, Government of the District of Columbia, has resigned. Miss Sibyl Baker, Director of the Community Center Department, Public Schools of the District of Columbia, has been appointed as Mrs. Rhodes' successor.

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week a complete success. Increased attendance was noted, a check on attendance records taken during and after the week's activities, showing that the attendance in the municipal pools jumped approximately 50 per cent, while that at the large private pool jumped 30 per cent. Spectators made many favorable comments. The best result, however, was the enjoyment of those who actually participated.

There is every reason, C. P. L. Nichols, Supervisor of Aquatics in Los Angeles, points out why campaigns of this type, provided proper coordination exists between schools and playgrounds, should be carried on in every city in which schools do not possess adequate swimming pool equipment. That it has a positive effect on the attendance at the pools is evidenced by the fact that each individual who learns to swim is a prospective patron at the school for at least ten years.

Leathercraft

(Continued from page 236)

title of occupational therapy has been found of real curative value in occupying the mind, and it has a tonic effect especially on those whose resources are being unduly tapped by enforced idleness. The method of teaching leathercraft in our local hospital does not vary greatly from that used on the playgrounds. The patients are transient; rarely does any one able to sit up to work stay in the hospital more than a week. This necessitates the use of quickly completed, simple projects, such as billfolds, purses, picture frames and belts. The interest is so keen that although two hours a day are allotted to this portion of the day's schedule, the patients will, unless stopped, take the materials with them to their wards and continue to work. The finished products are displayed in cases and find a ready sale both in the hospitals and local department stores, some of the work being done to order.

In one of the hospitals the work is done by adults and children; in another, by children alone. In the case of the adults, leathercraft is the sole craft taught. The children are given more variety.

Leathercraft is not only an excellent medium for training the mind and hand in groups, large or small, but it is a fascinating hobby for the individual looking for something different and creative.

Book Reviews

EDUCATION AND LEISURE. Edited by S. E. Lang, M.A. J. M. Dent and Sons, Ltd., Toronto, Canada. \$3.75.

In April, 1929, the Fourth Triennial Conference on Education was held at Victoria and Vancouver, Canada. In planning the Conference it was decided that the main program would fall naturally into six departments—literature, music and the drama, the cinema, radio, play, and health, and the Conference was organized with the view of exploring these six departments in order to determine the relation of each and their value in a well ordered system of education for leisure. Of special interest is the address of Sir Rabindranath Tagore, with its flavor of the East and its deep understanding of universal needs. There are many other notable addresses in the book which represents a rare collection of articles on various phases of the leisure time field.

THE VISUAL ARTS IN NEW YORK SETTLEMENTS. Albert J. Kennedy and Kathryn Farra.

In connection with a study of the major services of the 80 settlements in New York City being made by the Research Bureau of the Welfare Council, in co-operation with the United States Neighborhood Houses, a survey has been made of the opportunities offered by the settlements for the cultivation of appreciation and skill in the practice of the visual arts. The results of this interesting study have been published in the March issue of *Neighborhood*, the Settlement Quarterly, which may be secured at 50 cents each from Albert J. Kennedy, 101 West 58th Street, New York City.

NATURE GUIDES FOR SCHOOLS, VOLUNTEER ORGANIZATIONS, CAMPS AND CLUBS. Bertha Chapman Cady and Vernon M. Cady. Published under the auspices of The Co-ordinating Council on Nature Activities, by The Slingerland-Comstock Company, Ithaca, New York. \$.10 each.

This interesting series of guides have to do with stars and planets, earth and rocks, trees and shrubs, flowering plants, insects, birds, animals, and salt water life. These booklets should be in the recreation worker's library.

BOOKLIST BOOKS—1930. A Selection. American Library Association, Chicago, Illinois. \$.65.

Not a single fairy story appears in the list of books selected by about twenty children's librarians on the basis of their actual popularity for young readers and listed in the newest booklist of the American Library Association. It would be interesting to know whether this is caused by an increasing taste for realism among little children or by a lack of convincing elves and brownies in the books written for them. The main section of *Booklist Books* is devoted to about 150 outstanding adult books of the year selected by votes similar to that taken by the children's list.

INDEX TO CHILDREN'S PLAYS. Compiled by Aeola L. Hyatt. American Library Association, Chicago, Illinois. \$2.50.

The growing recognition of the drama as a vital factor in the education of the child is reflected in this index in which each of the 2,200 plays listed is briefly described. Teachers in search of programs for special days or occasions will find here a list of plays under the days or subjects for which the plays are appropriate. The plays have also been relisted in three main groups according to the number of characters required. A number of books on plays and play production have been grouped separately.

ANIMAL PETS.—A Study in Character and Nature Education. Bertha Chapman Cady. Published under the auspices of The Co-ordinating Council on Nature



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Every child should have a pet. In this booklet Dr. Cady tells why and points out the value of pets in the early education of children. A number of interesting experiences with pets are cited which will be of keen interest to children.

RAGGEDY ANN'S SUNNY SONGS. Johnny Gruelle and Will Woodin. Miller Music, Inc., 62 West 45th Street, New York, 1930. \$1.50.

Raggedy Ann and her beloved friends, Andy, Belindy, Frederika, and Wooden Willie with a knot hole in his head have joined the ever youthful company of singers and persons sung about—Bonnie Prince Charlie, Robin Hood, Red Riding Hood, Good Queen Bess, and other illustrious characters. But by the magic of Johnny Gruelle's stories and drawings the always friendly, treat-me-as-you-please Raggedy Ann has for several years been one of the special friends of thousands of children, and now by the grace of a sympathetic composer she is also among the musically blessed. An especially interesting thing about this book of sixteen songs is that the composer of the music, Mr. W. H. Woodin, is not a professional musician but one of our American captains of industry, being president and director of the American Car and Foundry Company. It is said that much of the music was written by him for his own children. This natural motive for composing is reflected in the spontaneity of the melodies, which are also simple and within the range of the ordinary child's voice. The songs are especially suited to homes, camps, and the more intimate groups on playgrounds and in other recreation centers. The drawings in color that accompany each song will cause many a chuckle among grownups as well as children.

NATIONAL SURVEY OF HARMONICA BANDS AND CLASSES. Published by the National Bureau for the Advancement of Music, 45 West 45th Street, New York. \$18.

This digest and summary of the experience of individuals who have been conducting harmonica bands represents a valuable compilation of opinions. From 43,513 to 45,346 people were reported in 1,287 bands, clubs and classes. 190 gave it as their experience that the study of the harmonica leads to the study of more serious musical instruments; 51 had not found this to be the case, while 129 failed to answer the question. The question, "What has been your experience as to the value of the harmonica?" brought forth a great preponderance of favorable reaction.

FOLK-SONGS OF THE FOUR SEASONS: Thirty-three Traditional Melodies Associated with Festivals and Folkways. Text and Translations by Susanna Myers, the Harmonization by Harvey Officer. G. Schirmer, Inc., 3 East 43rd Street, New York, 1929. Price net, \$1.75.

This book does the very interesting thing of relating folk songs with folk tales and customs in a way that will make the singing of the songs even more delightful than it might be otherwise. There is no end of romance in much of the folk music such as is presented to the extent of thirty-three songs in this book. Several of the songs, especially in connection with the legends given of them, are especially well suited to simple dramatization. The songs are classified according to seasons, commencing with the spring and ending with winter. There are May-Day Songs, Midsummer Eve Songs, Midsummer Fairy Songs, songs of Hallowe'en and the Harvest, of Market-Days, Christmas Carols, New Year's Songs, and a Jewish carol for the "Feast of Lights." The nations represented are France, Italy, Switzerland, Japan, Portugal, Finland, Norway, Ireland, Czechoslovakia, Jugo-Slavia, the Netherlands, Mexico, China, Russia, Canada and our own

Hopi Indians. This book is heartily recommended to all persons who love or have to do in any way with simple singing or folk lore.

MUSIC AND THE OUT-OF-DOORS. Laura Granberry Snow. Published under the auspices of The Co-ordinating Council on Nature Activities, by The Slingerland-Comstock Company, Ithaca, New York. \$2.00.

Music in summer camps for children is important to their development. This book suggests methods and means of approach to the subject. Of special interest is a discussion of the music of various nations and tribes, which gives an excellent idea of the variety of emotional reaction to music.

TEN FOLK SONGS AND BALLADS. For School, Home and Camp, E. C. Schirmer Music Company, Boston, 1931.—\$1.0 a copy or \$1.2 postpaid.

We have received many requests for copies of a mimeographed song leaflet which was used at each of two of the recent National Recreation congresses. Most of the songs in that leaflet are contained in this new octavo publication by the E. C. Schirmer Music Company. The list is as follows: *Morning Comes Early*, *Alleluia*, *Tiritomba*, *Country Dance*, *Lark in the Morn*, *On a Summer Day*, *The Keeper*, *The Golden Day is Dying*, *The Old Woman and the Peddler*, and *Summer Is A-coming In*. Not only the melodies and words are given but also the piano accompaniments.

In addition to the unison songs like *Morning Comes Early*, *Alleluia*, *The Keeper*, and *On a Summer Day* that have already become quite widely popular, there are two songs delightfully arranged for two-part singing, preferably by treble voices, and one—the well liked Congress song, *Tiritomba*, with a chorus arranged for simple four-part singing. *Summer Is A-coming In* is the merry old round that has been sung by all sorts of groups from modest ones to the most advanced, and the text of the *Old Woman and the Peddler* is a complete little play that was acted out at the last Congress in Atlantic City.

A. D. ZANZIG

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